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THE NATION'S SCHOOLS



Teachers in Overalls *Traver C. Sutton*

Seattle Conference, A. A. S. A.

Five Page Report

A Threat to Education .. *Arthur B. Moehlman*

Basic Schoolhouse Planning Needed

Now..... *Francis H. Creighton*

Let's Reexamine the School Support

Problem *Paul J. Misner*

22 Original Articles, 12 Regular Features

FEBRUARY

1944

"amazing"

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Buckeye Union High School
HERSCHEL HOOPER, PRINCIPAL
BUCKEYE, ARIZONA

November 15, 1943

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We have just completed the installation of the Acousti-Celotex in our halls and auditorium. The results in the hall are almost amazing. Formerly, all the sound was amplified and the effort of the students to be heard above the noise created more confusion. Since the application of your Acousti-Celotex material the noise element has been reduced to a satisfactory minimum.

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HH/ndhp

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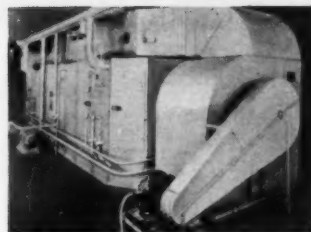
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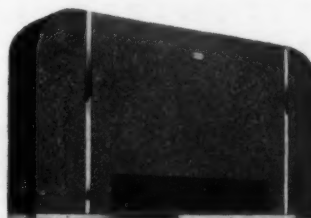
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HEADLINES

A.A.S.A.

N. L. Engelhardt, associate superintendent of schools, New York City, and for twenty-six years faculty member of Teachers College, Columbia University, is the new president of the A.A.S.A. Doctor Engelhardt's specialties are buildings and records.

The first of the regional conferences took place in Seattle on January 10 to 12, with the official host and president still in Britain, his departure having been delayed a full month. The best that could be done in carrying an official greeting was a portion of the broadcast to America given jointly by him and Evan Davies, director of education of the borough of Willisden in London. (Stories on pages 28 to 32.)

Frank Cody, superintendent emeritus of the Detroit public schools, will receive on February 29 the American Education Award given annually by the Associated Exhibitors of the N.E.A. It will be presented at the regional A.A.S.A. convention in Chicago.



Frank Cody

STUDENT DEFERMENTS

Student deferments will be sharply curtailed beginning February 1. They are still possible of obtainment in certain fields provided the student will be graduated on or before July 1, 1944, and under certain other conditions. (Story on page 68.)

VETERANS' EDUCATION

Senator Thomas in his bill, S. 1509, for veterans' education hopes to eliminate federal control. A year's schooling at government expense for those desiring it is provided. Senator Thomas pre-

dicts early consideration of the bill and anticipates application for aid from 7 per cent of the 10,000,000 or so men and women in the armed forces. (Story on page 70.)

CONSTRUCTION COSTS

W.P.B. announces that construction applications on projects costing less than \$25,000 may now be processed by its regional offices. The former limit was \$10,000. Other changes have been made with regard to water fire-extinguishing equipment and "blanket authorizations." (Story on page 70.)

RESTRICTIONS EASED

Nonelectric adding and duplicating machines may now be purchased by schools. (Story on page 72.)

MILITARY TRAINING

Secretary Knox advocates a permanent universal military training system for American youth to be put into operation at once, so that when hostilities cease this newly trained body of men may be sent abroad to replace those on foreign soil. (Story on page 62.)

CHILE'S SCHOOLS

A school building program that is giving citizens of Chile one new school a week is being financed jointly by the government and the public. A federal agency builds the schools at the request of individuals, organizations or municipalities which have bought shares covering one half of the cost of construction. (Story on page 62.)

BRITAIN'S SCHOOL BILL

Reforms proposed in Britain's school bill would advance the age of leaving school from 14 to 15 and eventually 16. Part-time education would be provided in young people's colleges for those who leave school at

these ages until they are 18. Hours spent in school would count as part of the work week. (Story on page 64.)

CHILDREN'S SHOES

Canvas shoes with soles of synthetic rubber will soon appear on dealers' shelves and will be unrationed. Institutions furnishing leather shoes to pupils can open shoe ration bank accounts. (Story on page 72.)

SCHOOL LUNCHES

O.P.A., on January 17, liberalized allotment of rationed foods to school-lunchrooms. Some 240,000 schools will benefit.

Schools serving the "A" lunch will now be able to get enough rationed foods to give each child ½ pint of milk, 2 ounces of meat or other protein food, 1 cup of fruits or vegetables, 1 slice of whole wheat bread, 2 tablespoons butter or reenforced margarine.

Schools serving the "B" lunch will be permitted ½ pint of milk for each child, 1 ounce of meat, ½ cup of fruits or vegetables, 1 slice of whole wheat bread and 1 teaspoon of butter.

MARGARINE

Schools may now use colored margarine without paying the federal tax. Concessionaires operating school lunch programs must pay the manufacturers' special tax and the stamp tax of 10 cents a pound. (Story on page 70.)

POSTWAR PLANS

Returning war veterans and others who want to study agriculture will have a chance to do so as the result of a grant of \$10,000 made to the Detroit board of education by Albert H. Schmidt. Wayne University will develop the project for which a farm owned by the Detroit board of education will be used. (Story on page 66.)

For full news coverage of the month, see news section beginning on page 62.

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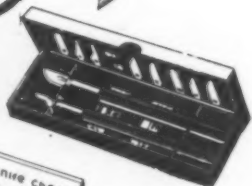
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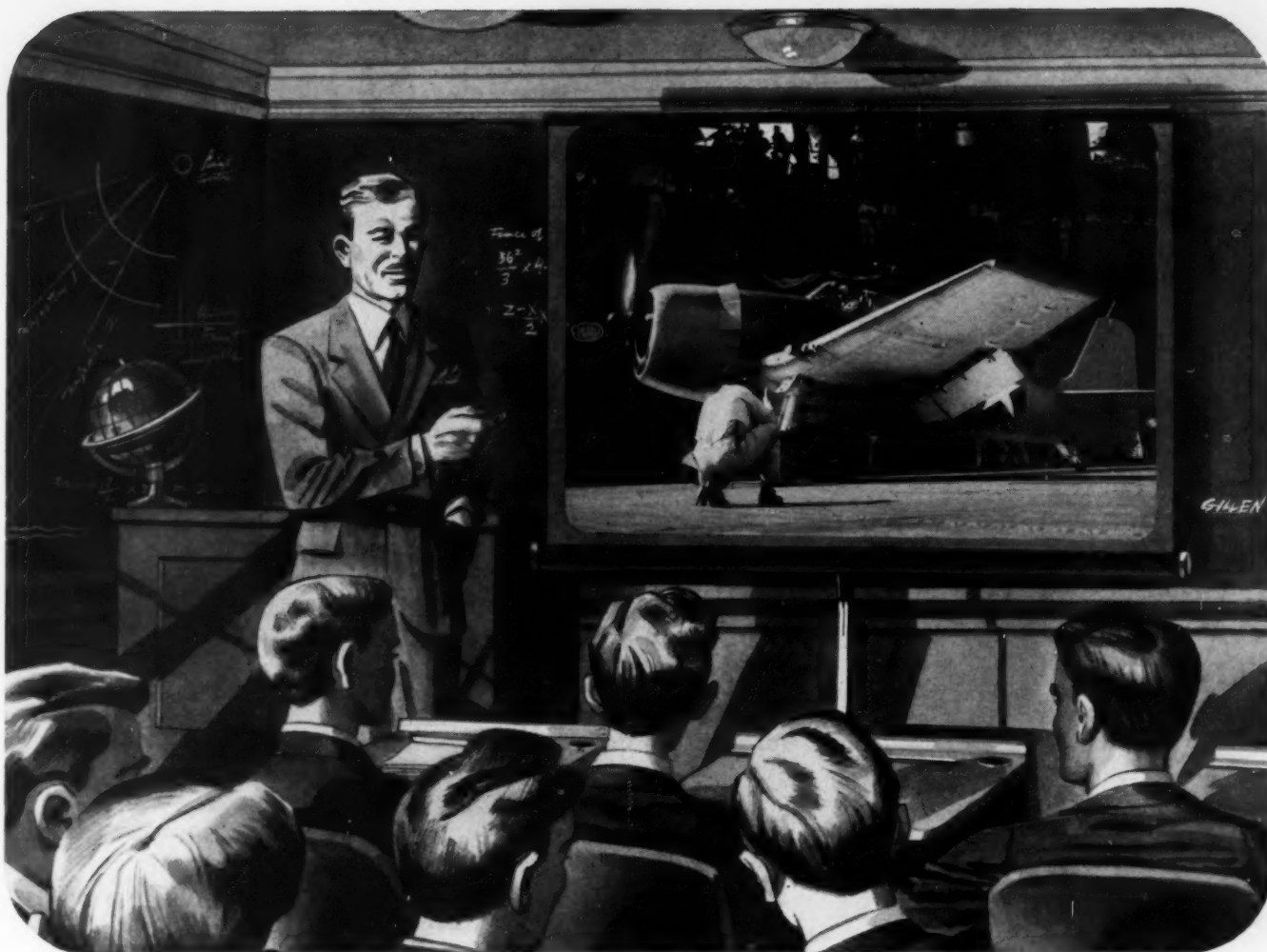
KIT NO. 82—Furnished with 3 handles, 12 blades and fitted wooden chest. \$3.50



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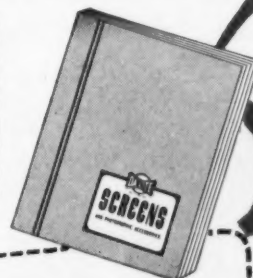
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The Roving Reporter

Child's Eye View

School desks and school lockers may have been a bit small for them, but parents of upper grade and high school pupils in Winfield, Iowa, had to make the best of it recently when they took their children's places in school. For one evening from 7.30 until 9 o'clock they put their wraps in the children's lockers, sat in their children's seats, used their books and went to short sessions of all their classes.

It's a good way to bring parents and school closer together and give them a child's eye view of modern education.

Sells Wares on Cathedral Steps

Against a medieval setting of Gothic cathedral façades and gray tombs in the Art Institute of Chicago, the art classes of the Chicago public schools held a "School Children's Christmas Art Fair."

Just as the Old World workers used to take their weavings, paintings and embroideries to the steps of the churches for sale, so hundreds of thousands of objects made by kindergartners up to high school seniors competed for public attention at this fair, held from December 1 to 15. Dolls were perched on stone sarcophagi and prints were displayed at the heels of equestrian statues.

At the opening tea children in the costumes of all nations added moving color to the already riotous display. The public came and bought \$2500 worth of Christmas decorations and gifts; this sum will be turned over to the Chicago Public School Art Society and the education department of the Art Institute for classroom prints and for lectures and museum tours that will continue the work in art appreciation being done co-operatively under Elizabeth Wells Robertson, director of art of the Chicago public schools, and Helen Parker, head of the education department of the Art Institute.

Another Christmas art project in Chicago was the production of 13,520 items for servicemen overseas, "so beautiful, so ingeniously made and so child-like in simplicity and charm" that the three district superintendents held exhibits of the work before turning it over to the Junior Red Cross to form a part of its nationwide contribution.

Letter Writing Made Interesting

"Letter writing can be so monotonous," says John H. Fuller of West Orange High School in New Jersey. Each year when he has approached the letter writing unit of his 10th grade

English classes, he has been puzzled anew as to how it could be vitalized. This year he found a new and successful approach.

Pointing out to his pupils the vital part that letters are playing in the war effort, he explained that a knowledge of the correct forms and procedures is a necessary preliminary to the writing of letters to friends in the service. After that, studying these forms and procedures became endurable and even interesting when the objective of the class was the writing of a "real letter," as the pupils called it, to someone in service.

Pupils looked forward to the day when they would write this letter and when it arrived each brought stationery and a stamped envelope from home. The letters were written and exchanged and newsy ones were read aloud. When they were collected, they were found to contain few, if any, errors. The art of letter writing had become real.

For Negro Recreation Center

In the "Truth or Consequence" paper salvage contest at Kokomo, Ind., 12 schools, including the senior high school, contributed more than 45,000 pounds of paper. The principals of these schools unanimously agreed to turn over all the money from the sale of paper to the Carver Center Fund to be used for the construction of an adequate recreation center for colored youths.

H. A. Perry, principal of Douglass School, Kokomo, comments on the decision as follows: "These far-seeing principals see that in proportion to the health, recreation and educational facilities provided American youths there will come a more vigorous and useful citizen who will do his share in maintaining the American principle and in defending America's borders all over the world. For America has spiritual borders as well as territorial borders. 'Freedom and justice for all' is, perhaps, a part of her spiritual border."

Rural School Buys Bomber

Today Tonganoxie Rural High School, Tonganoxie, Kan., is forging ahead with its second war bond drive of the year. This school with an enrollment of 130 has 135 graduates in the services, in addition to many more former pupils. On December 7, the school completed its bond selling campaign for the purchase of one medium bomber.

At 11 o'clock in the morning of December 7 the school had sold \$173,000 worth of bonds but the goal was \$175,000 and the deadline was the assembly period at 2:40 p.m. There was considerable nervous tension at the bond and stamp table behind which a sketch of a B-25 labeled "Chief Tonga" was on display.

The campaign had begun in September and everyone in the community had been solicited not once but several times. But at the noon hour the pupils went out again and made a house-to-house canvass. When assembly time came, the student council, which had sponsored the "Chief Tonga" drive, was able to report the campaign oversubscribed as \$180,000 in bonds and stamps had been sold.

This rural high school, of which H. A. Williamson is principal, now proudly flies the 90 per cent flag, along with its service banner, and it also shows all visitors a certificate of recognition from the Secretary of the Treasury for having sold \$64,000 worth of bonds and stamps in a fifty day drive in the spring of 1943.

Charm in Receptionist Club

Membership in the Receptionist Club is the reward of merit granted secretarial pupils who show exceptional proficiency at Jones Commercial High School, Chicago. This honor society now has a membership of 43, and although pulchritude isn't a prerequisite it might well be, judging from the appearance of the group.

When the American Vocational Association convention met in Chicago recently, members of the Receptionist Club gave a demonstration of their talents, abilities and all-round efficiency by helping with the registration, filling in names on badges, acting as guides to convention attendants and performing many other useful services for which they are trained.

"Charm school" courses are a part of the regular curriculum at Jones which help account for the poise and proficiency of these vocational pupils.

See how postwar classrooms may use
G-E fluorescent lighting to help young eyes. Example:
Kingsley School, Waterloo, Iowa.



Remember! Good lamps are the heart of any lighting installation.



General Electric Research has increased
the lighting value obtained from General
Electric Fluorescent lamps 5-fold in a
little over 5 years.

DON'T FORGET . . . the creed of General
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Stay Brighter Longer

G-E MAZDA LAMPS

GENERAL  ELECTRIC



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Hear the General Electric radio programs: "The G-E All-Girl Orchestra", Sunday 10 p. m. EWT, NBC; "The World Today" news, every weekday 6:45 p. m. EWT, CBS.

Colored Concrete Floors

Question: One of our biggest problems has been the maintenance of concrete floors which were laid as regular concrete and then painted over. We have a number of these floors in our system and find that every vacation they have to be repainted. We have tried a great many kinds of paint but none lasts any length of time. Would it solve our problem to lay some colored concrete, about 1 inch thick, over these floors?—W.G.M., N. Y.

ANSWER: Have you tried a phenol resin based paint or a chlorinated rubber based paint for your cement floors? Either of these should give two years' service. Some dealers may have these, although war-time supplies are limited. The chlorinated rubber based paint can possibly be obtained on your maintenance priority.

If you have tried these two types of paint and are still having trouble, there are two steps you can take. If the corridor floors, for example, have a sand cement topping, you can have the top inch chipped or etched out; then bond in colored cement so that the floor level is not changed. This, however, is fairly expensive.

The other solution is to remove all the paint, if it is possible, and apply a penetrating stain.

Your own suggestion that you overlay the present floor with 1 inch of colored concrete is not feasible on a floor that has been painted. It won't bond for that thin a slab. The colored concrete would have to be at least 2 inches thick, preferably 3 inches.—J. J. FITZPATRICK.

Withholding Tax Does Not Apply

Question: We are advised that we must withhold 20 per cent of the amount paid for referees, dramatic contest judges, printers and the like for the government. When a contract of employment is terminated, a statement of the amount withheld has to be given the employee. The family status has to be gone into and exemptions determined. Do we have to do all these things with every case like that?—C.E.T., Iowa.

ANSWER: Generally, physicians, lawyers, dentists, veterinarians, contractors, subcontractors, public stenographers, auctioneers and others who follow an independent trade, business or profession, in which they offer their service to the public, are independent contractors and not employees; therefore, remuneration paid for their services is not subject to the withholding tax. The foregoing services are comparable.—J. P. McDERMOTT.

Handbooks for Board Members

Question: I need a list of handbooks for school boards.—D.S.J., Mass.

ANSWER: Several handbooks have been prepared for school board members. The



most valuable are those prepared for a specific state because they can give information on the details of state laws and policies as well as general guidance on school board responsibilities.

In Kentucky, Leonard E. Meece prepared "A Manual for School Board Members," which was published by the Bureau of School Service of the University of Kentucky (Lexington) in March 1941. The price is 50 cents. In Oregon, D. J. Campbell of Franklin High School, Portland, prepared the "Handbook for Oregon School Directors," which was issued in 1942 by Rex Putnam, superintendent of public instruction, Salem. The Illinois Association of School Boards is undertaking to prepare a loose leaf handbook for school board members, each chapter to be issued as a separate leaflet reasonably complete in itself but fitting into a general over-all program.

General books, designed to have a nation-wide appeal, include:

Almack, John C.: *The School Board Member*, The Macmillan Company, 1927.

Hagman, Harlan L.: *A Handbook for the School Board Member*, School Activities Publishing Co., Topeka, Kan., 1941, \$1.50.

Overn, Alfred L.: *Handbook for Public School Boards*, New York State School Board Association, Mount Vernon, N. Y., 1940. \$1.

If possible, you should stimulate someone in your own state to prepare a handbook that will serve effectively the school board members of the state. Such a book could best be prepared through collaboration between educators and school board members.—ALDEN B. MILLS.

Instructional Supplies for Grades

Question: Does an elementary school principal as the primary supervisor (Grades 1 to 4) make recommendations for the purchase of instructional supplies for these grades?—R.B.W., Ind.

ANSWER: The answer to this question depends upon the administrative organization of a school system. In general, some person should be held responsible for making recommendations and setting up standards for instructional supplies in the primary grades. As a practical consideration the opinions and suggestions of principals and teachers need to be carefully considered before standards are set. Instructional supply standards need to be flexible and individual schools should have considerable option when purchasing these supplies. The instructional supply standards should be subject to review and change.

It is certainly economy to provide schools with standard paper, pencils, art supplies and physical education equipment and, generally speaking, it is merely a question of decision as to which pencil, which paper and which art supplies are to be bought in quantity. It is further good administration to set up a per pupil quota for instructional supplies and then allow each school jurisdiction in ordering the standard supplies.—HOBART M. CORNING.

Eliminating Noise in Halls

Question: What is the best system for eliminating noise in the halls of the school during period changes or early in the morning before school starts?—J.P., Tex.

ANSWER: 1. Noise is a manifestation of confusion and disorder. Don't mistake high spirits, good morale and a cheerful buzz of friendship for "noise" arising from disorder.

2. Test the halls for possible simple acoustical changes—slamming doors, lack of rubber mats, echoing walls. Noise begets noise.

3. Try retiming and rerouting. Simple traffic rules will help. Eliminate "rush" hours. Don't keep the doors locked until the last minute; don't clog the traffic stream.

4. Keep the halls as bright, clean and attractive as possible. Some day someone is going to figure out the correlation between attractive buildings and pupil attitude.

5. Provide early morning and noon activities in the gymnasium and auditorium for early comers.

6. The school principal and teachers should be around to welcome the pupils but not to "police" them. The best guidance period is often the "hall-duty" time.

7. Unseemly noise in the halls and traffic problems are primarily matters for consideration of student councils and are tied closely to student morale. Let the students recognize and settle the problem.—FREDERICK J. MOFFITT.

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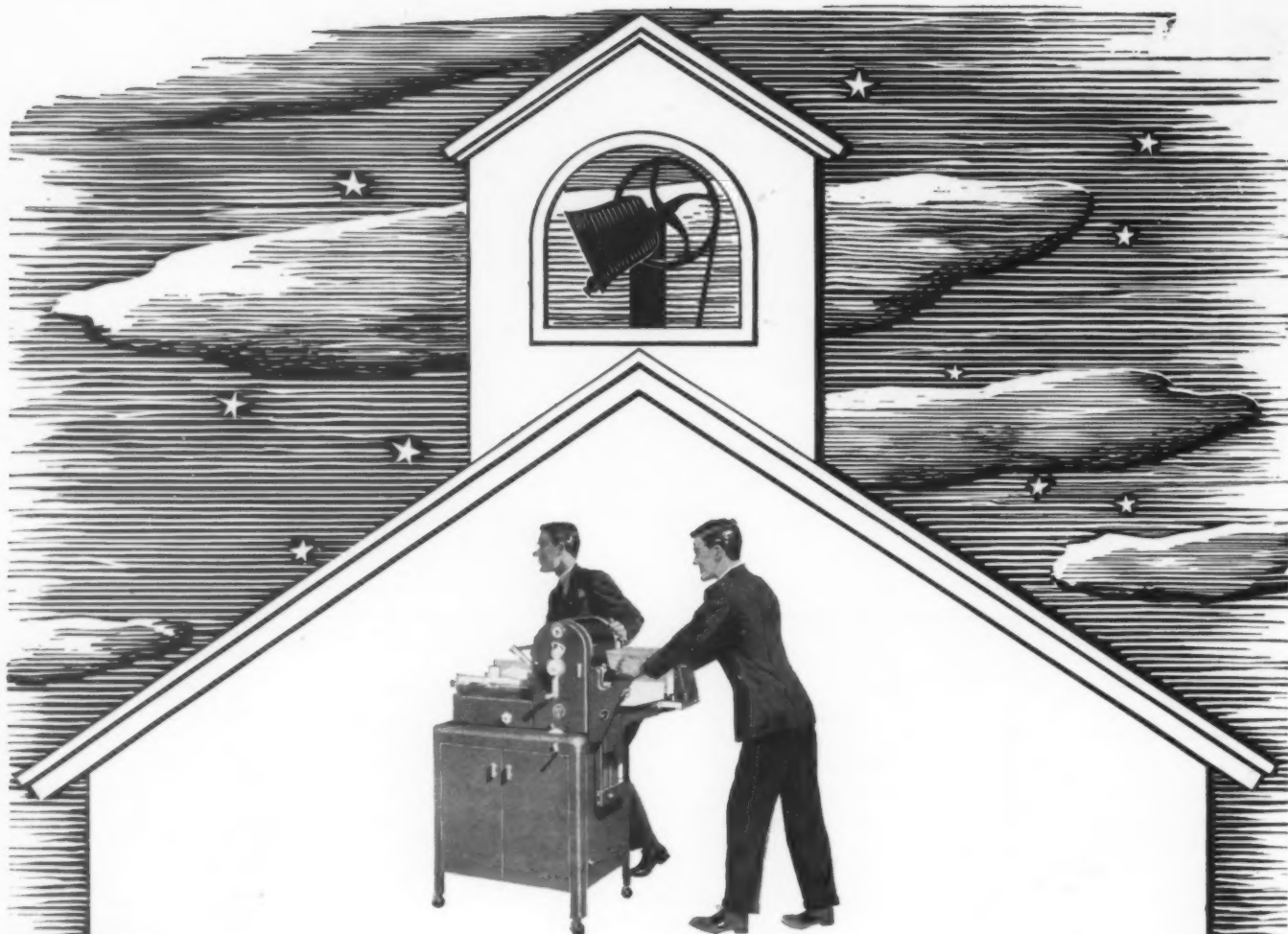
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Looking Forward

Freedom of Choice

THE right of an individual teacher or nonprofessional employe to join or to refrain from joining a professional or trade organization or to exercise choice in the selection of a specific type of organization is a constitutional right that is not subject to review by a board of education or a superintendent of schools. There are no existing statutes governing public education which delegate to a board of education, either directly or indirectly, the right to regulate the individual professional or social life of the teacher.

Written but more frequently unwritten pressure-regulations concerning the direction of the teacher and nonprofessional employe in his or her personal affiliations are generally illegal. The actual testing of them through a friendly law suit in every state where these coercions exist would go far toward their elimination. They are just as illegal and undemocratic in character as the often whispered administrative admonition that the teacher "had better teach Sunday school."

In answer to the many teachers who have written or spoken to us concerning these undemocratic pressures, our best advice is for them to maintain their constitutional right to freedom of choice in association and to bring to the full light of publicity any procedures of a coercive nature that may exist. Affiliation with one's colleagues for professional improvement and improvement of the public schools should be a high privilege, not a mandatory regulation.

The right of the professional or nonprofessional personnel to freedom of choice in the selection of an organization does not mean that the board of education need enter into group bargaining with any group. The public schools should continue to select their professional personnel on the basis of individual fitness for the specific task and not on the basis of affiliation with an independent local or nationally affiliated professional or service group. Safety in the job should continue during efficient service, regardless of whether the individual concerned is an independent or an affiliate.

Languages Not Easy

HIGH pressure Army publicity has created a popular impression that military authorities have discovered new and more efficient methods of teaching foreign languages, that learning time can be greatly condensed or telescoped over that required by previous academic practice, that foreign languages are easy to learn and that the academic language teachers were inefficient in their work before the Army authorities discovered the condition and set them aright.

So many false educational impressions created by the brass hats through their highly imaginative press agents now require debunking that it is difficult to know where to begin. The foreign language myth is probably as good as any.

The facts are somewhat as follows: First, the Army thoroughly disapproved of foreign language teaching in secondary schools as a waste of time and some educators rushed quickly into print to show the secondary schools that language instruction, particularly in the classics, should be subjected to quick appraisal for rejection in the interests of efficiency.

Then the Army authorities just as suddenly discovered the pressing need for foreign languages and groused a bit because too few of the inductees were bilingual. They quickly insisted on intensive training in foreign languages and wanted results in a hurry. Foreign language university centers sprang up over night and to the conventional French, German and Spanish languages were added Chinese, Portuguese, Japanese, Persian, Italian, Russian, Thai, Malay dialects and many others. Foreign language specialists were stunned by the suddenness of the demand for their services.

The emergency demand produced no fundamentally new method of teaching but rather a streamlining of the 30 year old so-called "direct method" of teaching modified by the use of limited (basic) vocabularies, the reduction of class size to an almost individual tutoring basis, the addition of intensive drill, the help of a constantly present native resource assistant, time allotment increases from four to as many as twenty-four hours per week, four to six hours of daily outside preparation, the disciplinary control of the Army and an unusual motivation.

The combination of these factors plus a high selection of native ability and a large sprinkling of individuals who already had basic language control, as was true with many students of Japanese, produced a highly publicized and highly colored but not an objectively measured result.

Following the natural stimulation growing out of

the combination of all these conditions the rate of learning was naturally accelerated but there has been no published evidence of objective tests given before, during and at the completion of the process that would indicate a great advance in the actual efficiency of the instructional process itself. This fact is important for teachers and administrators to remember after the war when return to a normal and balanced learning program will be necessary.

The war has produced no magical improvement in the learning of foreign languages or in the acquiring of any other body of organized information. Rate of learning still varies with capacity, motivation and method. The results of this accelerated method of study merely prove what every good teacher has always known. Emphasis on learning a single subject by memoritor methods can produce results much more quickly than does the normal process of learning several subjects simultaneously, with allowance for periods of absorption and thoughtful integration. Cramming may produce flashy immediate returns but reexamination of students over extended periods of time who have used this cramming method will show a lower rate of retention than would have resulted from more leisurely study.

The accelerated program has its merits in times of emergency but neither the teaching profession nor the layman should expect postwar educational miracles as a result of unsupported and highly colored military publicity. If national attention had been intelligently focused on the vital importance of foreign languages in our peace-time educational programs, it might have been possible to avoid the emergency. Foreign language education should be greatly extended in the upper secondary and university years after the war to those who have the capacity for it.

The People Are Mature

OFTEN repeated statements by high administrative officials and even by the President himself that the people do not seem to be conscious of or sufficiently realistic in their attitude toward the awfulness of this global war and are not ready for great sacrifice seem uncalled for. No nation on the face of the earth has ever undergone so complete and rapid a transition from highly organized pacificism to war in so short a time. No people has ever voluntarily given so much of its income through self-taxation and voluntary savings to the support of war effort.

Despite the efforts to publicize strikes more highly than the mistakes of management and capital, labor has actually lost less time proportionately than during World War I. The production record tells the story. No group of free and strong individuals has ever submitted to so rigid a system of controls (rationing) over their personal habits. The American people realize fully what this war means.

If the people appear at times to be less serious than some of our bureaucratic friends believe they should be,

it is the fault of the government, not the people. The American people are mature. They can take bad news. It is somewhat difficult to visualize how a realistic point of view can be expected when interpretative errors by the government are fully studied. When the enemy is constantly the first to tell of his hurts by our Army and Navy, when our Allies are given important news first, the American people naturally become suspicious. When expected civilian and military mistakes, lack of service alertness, inexcusable bungling and bad news are kept from the people to protect individuals or for fear that morale will be lowered, the people gradually become suspicious in their attitude, then cynical and finally indifferent.

If the federal government desires complete alertness and awareness from the people, it is humbly suggested that all branches of the federal executive agency from the President to the lowest official adopt an interpretative policy that will tell the truth at all times instead of continuing to pursue a protective, partial-fact, cover-up policy.

The fault is not with the people. It lies directly with the government.

Let it tell the truth!

Secondhand Books

STATE legislatures have enacted legislation over a period of years to protect pupils and students from the possibility of being overcharged for new textbooks. The first legislation governing fair mark-ups and retail prices is more than thirty-five years old and has served well. In protecting individuals and boards of education in the purchase of new books, the legislatures have completely overlooked the importance of the second-hand book problem.

The sale of a new textbook is made at the regulation price and the retailer's margin is relatively small. As a result individuals at elementary, secondary and advanced levels are strongly encouraged to sell their textbooks at the end of the semester or year. The resale price is usually low but it provides attractive cash to the individual. These secondhand books are then resold at mark-ups that are the envy of even the commercial trade. One hundred and 200 per cent mark-ups are not out of order.

Since the margin of profit is large, the retailer stimulates his secondhand sales. The activity is now so well organized nationally that used books are gathered at every secondary school and college and shipped from one end of the country to another. Students are helpless and publishers of new books suffer.

The time has long been ripe for the same careful legislative attention to the secondhand book market that was given to the new textbook trade a generation ago. Both pupils and publishers need protection from this unregulated retail practice.

The Editor

FEDERAL INFILTRATION

A Threat to Education

THE federal government has discovered education and the progressive growth of federal controls over public education is a really serious postwar problem. The struggle between the educational Jeffersonians and Hamiltonians since the beginning of American government has been relatively mild up to the present time. The real fight for control began with the current war and will continue for a long time.

Education a Conditioning Process

Stripped of pedagogical verbiage, education is essentially a process of social conditioning and is of the greatest importance in the shaping of things to come. In this broader sense education includes not only the control of the immature at elementary, secondary and advanced levels but also the direction of the manifold agencies of adult education through the press, the radio and visual teaching agencies. The tremendous importance of the location of control over education cannot have escaped anyone who is at all familiar with the technics and successes of totalitarianism.

Progressive growth of federal control over education is nothing that might be construed as a specific or total governmental policy. There is probably not more than a handful of senators and representatives in Congress today who actually believe that the federal government should take over public education and direct or even channel the processes of independent adult education.

The movement may be better described as executive fractionalism. The increasing competition for power among federal executive agencies—"bureaucracy," if you like the popular term—is constantly forcing them to seek new field power contacts. These are expressed in part through the encouragement of collateral interest and pressure lobbies who have something to gain and also through attempts to penetrate

A. B. MOEHLMAN

directly into the total educational process from the elementary schools through the universities.

If these tendencies continue unchecked, the period of federal aid to public education beginning with the first Morrill Act and running through 1942 will probably be described by historians of the future as one of progressive experimentation, initiated originally with desire to control. The gradual increase in powers over the land-grant colleges by the Department of Agriculture was frequently discussed by college presidents before the war. Federal controls over vocational education at secondary levels, despite a thorough investigation by a presidential committee to curtail Office of Education power, are still growing rapidly.

Federal Agencies Infiltrate

Federal executive agencies have discovered the importance of the control of public education during the past decade and are quietly moving in. Under the guise of war, each federal agency striving to enlarge its powers is also attempting to influence the instructional process. Regular and emergency agencies have been grinding out instructional guides, teaching aids and curricular material by the carload. A publicity-hungry Office of Education is always eager to place its imprimatur on anything any federal agency desires to put into the schools so that it, too, may attract a little collateral sunshine. Advanced education, except in medicine and dentistry, is now completely dominated by the military authority. These agencies hope to expand their controls after the war.

Up to 1944 growing federal controls of the educational process have been aided considerably by those states unwilling to maintain their educational responsibilities and by several minority professional pres-

sure groups that have been seeking federal fiscal aid in forms that mean ultimate federal control of the instructional program and personnel. There is also a vigorous minority group of professional educators who crave to share the power and prestige that federal control naturally brings. All of these combine to create a potentially dangerous situation.

The only two stable democracies in this world are Great Britain and the United States. A decentralized school system that has grown from the soil largely under popular control has been characteristic of both.

People Must Control Education

The power of education is so great that in our democracy direct control over the total process should remain with the people and be delegated only in part to the states. Freedom of learning is so vital in the maintenance and improvement of democracy that education should never be permitted to become a monopoly of the states nor should its social direction ever be entrusted even to the organized teaching profession. Control over curricular content and conditions of learning at all levels must be zealously safeguarded by the people.

The question arises concerning the possibility of maintaining popular control of public education. Under current trends, retention of control is possible only insofar as the people realize the nature and importance of education in the maintenance of free government. If the teaching profession, the press and leaders generally would awaken to the dangers of centralization and proceed to arouse the people they might be able to turn aside these increasing efforts. If not, the United States faces centralized control of the educational process by federal executive agencies in less than a generation, without changing one word of existing state laws. The method will be one of progressive fractional infiltration.



Teachers get pointers on use of a grinder from Arthur Lowe, machine shop instructor at the Chrysler Apprentice School. From left to right they are: Muriel Brusie, city schools, Birmingham, Mich.; Anne P. Heisler, Chicago public schools; Edna Neidelman, Hanneman School, Detroit; Mr. Lowe; Margaret Hall, Withrow High School, Cincinnati; Elsie Fletcher, high school, Elgin, Ill.

Teachers in OVERALLS

*Unique industrial apprenticeship course
makes for better vocational counseling*

EXPERIENCED educators agree that more than mere knowledge is required to ensure progress in any line of endeavor. This truth is borne out by the experience of young people who are entering today's war industries and are finding that there is an immense difference between knowing the right thing to do and doing it.

The proper training of boys and girls for industry is a challenge in which education and industry must share. It can be met only through a closer cooperation between educators and industrialists and a better understanding of the problem of training.

Industry has always favored com-

TRAVER C. SUTTON
Science Department, Cass Technical High
School, Detroit

plete industrial and technical education. Although education has appreciated this point of view, most school counselors have never worked in industry and are, therefore, not well prepared to counsel the boy or girl with regard to actual job conditions.

Knowing that teachers are not acquainted with such conditions, John M. Amiss, director of industrial education for the Chrysler Corporation

and an experienced educator, decided that something should be done to remedy this situation. It was felt the only plan that could succeed would be one in which teachers, particularly vocational guidance counselors, would have an opportunity of working at a factory job. To this experience should be added information of value to them in counseling.

Arrangements were, therefore, made for a group of 70 men and women teachers, professors and vocational counselors to work in slacks and overalls on machines at the Chrysler Apprentice School. It was the desire of this group of educators to learn factory work, factory system

and factory opportunity firsthand in order to guide pupils better in their studies and in their choice of vocations.

The idea was unique and new. Educators engaged in guidance work were selected from a wide range of schools. When the program got under way, these educators felt that they were pioneers for they were working and learning at the same time in an eight week factory school, the first of its kind in the country. They received factory rates of pay and earned university credits. The latter was possible because the members of the group were selected in cooperation with the universities of Michigan, Northwestern, Wayne and Cincinnati.

Frank A. Cooper, supervisor of apprentice training for the Chrysler Corporation, describes the purpose of the course as follows: "The course is intended primarily to give high school teachers concerned with vocational guidance a clearer insight into the opportunities available to qualified young men and women in industry today. These teachers are in daily contact with high school pupils and it is believed that, after actual participation in the work at the

Apprentice Training School, they will be better qualified to advise pupils who are interested in the many vocations available in industrial organizations."¹

In formulating the program of instruction, it was decided that there should be forty hours of actual machine work per week. In addition to this practical experience, there would be daily conferences on various phases of actual production, industrial management and operation, including problems of personnel, employment and labor relations. The program was laid out by the representatives of the universities, the state board of control for vocational education in Michigan and the Chrysler Corporation.

The series of conferences included in this cooperative course of training proved to be a most valuable part of the work. Questions were freely asked and answers were frankly given based upon the experiences of successful industrial administrators.

The opinions of several leading educators who took the cooperative counselor training work offered by

¹Cooper, F. A., "Educators Study Industry Firsthand." Chrysler War Work Magazine, August 1943.

the Chrysler Corporation last summer are of interest. These educators were in an excellent position to judge and evaluate under actual working conditions the active accomplishment values of the different training courses. Their opinions are of real value because they are given by persons who are experts in analyzing and evaluating results. Most of these opinions refer to the counselor training work. They give a true picture of what educators think of the training they received.

"For the first time my 8 year old boys look at me with pride when I put on my badge, get my lunch pail and leave for work."

"The training program is a real tribute to the wisdom of Chrysler Corporation and the cooperating universities."

"If I had my way, it would be compulsory for every teacher to spend some time each year in some setting and at some work divorced from the usual classroom type. Too many of us never get out of the academic rut."

"I sincerely wish that every large industry would duplicate this teacher-training-earning program. I am sure both industry and education would



Spending part of their time in conference work and the rest in the shop, teachers earn graduate credits while gaining factory experience. A class of seventy took the course.



John M. Amiss, director of industrial education, explains a turret lathe to Grace Miller, teacher of English at the J. W. Sexton High School, Lansing, Mich.



Edna Neidelman, teacher at Hanneman School, Detroit, consults with W. D. Merrifield, supervisor of technical instruction, on operating a turret lathe.

find that it pays very good dividends."

"I have had a chance to mix the idealism of industry with the idealism of the schoolroom which will enable me to help solve the problems of John Jones and Sarah Brown with better understanding."

A woman educator states: "Physically and mentally this has been an excellent experience for me. While I am always quite well, the exercise that goes with the job has toned up my muscles, pepped up my appetite and I feel wonderfully energetic."

"Working and attending classes with 40 other guidance workers has given us a chance to compare notes on the problems of industry, personnel, labor and guidance work and, because we were dealing with actual problems, made us look forward to our 8 hours a week in class."

"Working in the school with regular apprentices has given us an insight into what our pupils do after they leave us. We have had the opportunity of observing how apprenticeship functions and feel that the results are good."

"The fact that you are kept busy mentally while operating a machine and yet have complete freedom of mind when you leave it behind has been a refreshing experience. I have never known such carefree leisure hours."

"The procedure has been a rare combination of the practical and the

theoretical. I was particularly impressed with the reception accorded us by those in charge of the Chrysler Apprentice School which emphasized the importance of the *personal interest attitude toward employees*."

"After this experience, I do not think that the gap between industry and education is as wide as we have been inclined to think but I do know we need to get together and exchange information on needs, problems and methods."

"Chrysler's worth-while experiment deserves the recognition and co-

operation of institutions of higher learning for it, too, is an institution of not only a higher but also a practical learning with good thorough methods and high standards of accomplishment."

"It has been helpful to learn that the apprentice training problems parallel rather closely those found in the ordinary school. It has challenged me to go back to do a better job because I have some convincing proof through situations outside of the school that I am thinking along the right lines."



Floyd E. Lentz (left) of Cass Technical High School, Detroit, and Anne Heisler (right), consulting psychologist for Chicago public schools, learn to operate a vertical milling machine.



Let's reexamine the problem of SCHOOL SUPPORT

- ▶ Do we want to avoid federal control?
- ▶ Does federal aid beget federal control?
- ▶ How can more effective support be provided?

THE failure of Congress to enact Senate Bill 637 into law leaves the problem of adequate support of our nation's schools still unsolved. It would seem that now is the time for careful reconsideration of the problem with more careful attention to the inescapable issue of federal control.

Some proponents of federal aid insist that it is possible to have unlimited federal support without federal control. Writing in the October 1943 issue of the *N.E.A. Journal*, Morphet says: "But how can we have federal support without federal control? Surprisingly enough the answer is simple. The best way to avoid federal control of education in this country is to establish a comprehensive system of direct federal aid with adequate funds apportioned to the respective states on an objective basis to be administered under their respective constitutions, laws and regulations."

Loopholes for Federal Control

Another equally enthusiastic proponent of federal aid does not agree with Morphet that the matter is quite so simple. Writing in the April 1942 issue of *The Nation's Schools*, Joyal, in a discussion of the Lanham Act, says: "The law specifically forbids federal control over schools. However, laws have to be administered by people. Especially when

PAUL J. MISNER

Superintendent of Schools, Glencoe, Ill.

the administrators are not themselves educators, definitions of just what constitutes control are likely to vary. There are also several loopholes in the law and many administrative devices in practice that do make possible and necessary a substantial amount of regulation by federal authorities."

Problem Is Complicated

These two points of view illustrate that no amount of wishful thinking can eliminate the issue of federal control when the problem of federal support is under consideration. On the one hand it is agreed that federal aid is the only means whereby federal control can be avoided. On the other it is admitted that federal aid inevitably begets federal control.

It appears that we are here faced with a difficult and complicated problem that has not been given the thoughtful study its importance deserves. Under the stress of emergency conditions we seem to have developed a slight case of jitters that has engendered a good deal of confused thinking.

Three questions are pertinent to a discussion of the problem: (1) Do we want to avoid federal control of

our public schools? (2) What evidence is there that federal aid begets federal control? (3) What proposals can be made that will provide for more effective support of public education in the United States?

For many of us the answer to the first question, "Do we want to avoid federal control of our public schools?", is an unequivocal "Yes."

We are now engaged in a tragic war to preserve our democratic way of life. The American public school system represents the highest institutional expression of the democracy for which we fight. With great foresight and wisdom the founders of our republic made possible the development of a system of public schools in which control of educational policies and practices has been kept close to the people.

Vested Interests a Danger

This is not to say that our community-centered, community-controlled schools have always operated in accordance with democratic principles. It is quite true that vested interests and politics have frequently blocked needed educational improvements at the local level. It is difficult, however, to understand the arguments of those individuals who insist that a greater measure of federal control is the means whereby democracy is to be achieved in the organization and administration of public

schools. The politician next door will always be more susceptible to public opinion than the bureaucrat who is far removed from the local scene.

There will be some who say that we are creating a straw man—that we exaggerate the dangers of federal control. Let's look at what one of the high priests of federal control has to say about it: "The probability that the schools of America will as a whole pay close attention to the nature, let us say, of the cooperative movement without educational initiative in the federal sphere is, if the record of the past decade be any indication, exceedingly remote."¹

This individual is forthright. He believes in the cooperative movement. He is dissatisfied with the progress his movement is making. He is unwilling to permit each American community to decide the issue for itself so he favors federal control as the means of speeding up the achievement of his pet project.

A Look at the Record

Consideration of the second question, "What evidence is there that federal aid begets federal control?", requires, as Al Smith would say, a look at the record. The history of federal-state relationships began in 1802. Until 1862, with the passage of the first Morrill Act, federal aid was given in the form of general land grants without congressional controls. Between 1862 and 1917, legislation, as it was enacted under the first and second Morrill acts, the Hatch Act and the Smith-Lever Act, made federal control a prerequisite of federal aid. Appropriations of funds were made by the federal government only when the programs of instruction and the conditions under which they were to be carried on had been approved by the federal authority.

With the passage of the Smith-Huges Act in 1917 and the subsequent passage of the George-Deen Act in 1937, we enter a period when the dangers of federal control become increasingly apparent. Under the provisions of these acts the federal authority prescribes the details of the instructional program. The state directors of vocational education must be approved by Washington and not infrequently they exercise

enough power to refuse essential cooperation with local school authorities.

As Russell and his associates said in the report of the Advisory Committee on Education: "In practice, the federal controls have been so administered as to shape very definitely the nature of vocational education in the states. The federally supported program has to a considerable extent become a federally dictated program in many states."

What History Shows

It is difficult to evaluate the legislation of the last ten years objectively and judiciously. The depression and the war have created emergencies in education that have had to be met. In the long run, however, the problems of adequate support and control cannot be solved on the basis of emergency legislation. In spite of the great necessity for the Lanham Act, its maladministration by the federal government as revealed in hearings before the Senate and House committees is evidence that the problem of federal aid has been since 1862, and continues to be, inextricably related to the problem of federal control.

How, then, can provision be made to achieve more adequate support of our nation's schools?

First, we should tackle the problems of school organization, support and control within each of the 48 states. In at least 26 states of the Union we are still limping along with an antiquated system of school organization. To expect the federal government to spend money on the thousands of one room rural schools scattered throughout the country not only is a proposal that is financially and educationally unsound but is one which, if acted upon, would serve to perpetuate a system that cannot be sensibly justified.

We Must Use Resources at Hand

Second, we should vigorously pursue the policy of improving schools and their services with the resources that are already at our disposal. Now that the battle for federal aid has subsided, we should like to see the N.E.A. continue its campaign of national stimulation in the interests of improved services to children and youth with the same vigor and enthusiasm with which it conducted the campaign for funds.

Is it expecting too much to see in education a means of creating as well as consuming wealth? Our experience with the Louisiana survey convinced us that educational leadership failed to help the people of the state make the most of the resources they had. When presented with the facts concerning their schools, we discovered lay citizens who recognized that education was just as important as politically conceived, monumental bridges. Even Huey Long was sensible enough to tax Coca Cola in order that the children of the state might have warm lunches.

Third, we should face squarely the need for equality of opportunity for all and not become involved in pork-barrel politics. Obviously, two thirds of the appropriation provided in Senate Bill 637 was designed for political bait and only one third for achieving equality of opportunity.

Would it not be better statesmanship to determine objectively the needs of depressed states and then request federal aid that would avoid as much as possible any control of curriculum or personnel policies?

Good Uses for Federal Aid

Federal aid for the purchase of school sites, the construction of school buildings, the provision of scholarships for worthy secondary and college students and balanced noonday lunches for children represents possibilities of financial assistance that would not seriously jeopardize local control of educational policies and practices.

Fourth, we should vigorously promote the movement to develop schools that function as integral and dynamic agencies of community life. During the past decade considerable progress has been evident in the development of community schools. In these schools efforts were successful in securing the active participation of school board members, teachers, parents and lay citizens in planning and evaluating the educational program.

In many communities the schools have participated in the activities of coordinating councils for the purpose of improving the conditions of community living. It is a primary responsibility of educational leadership to promote these local programs of community education and to safeguard their operation against federal domination and control.

¹Sixth Yearbook of the John Dewey Society: Mobilizing Educational Resources. New York: Harper and Brothers. P. 105.

UNBIND Their Feet



Children enjoy the actual measuring of their feet. Correct shoe fitting is an important health measure.

FOR nine years I was a shoe fitter. Like many others, I often sold shoes to school children that I knew were not the correct size because parents thought the pair I was trying to sell "looked too long" and demanded a half size smaller. Or else some double-parked adult would dash into the store with a stick or a piece of string and want a pair of shoes "quick to fit this size foot—and they gotta be black."

Why Wrong Sizes Are Sold

Another reason why shoe fitters, ignoring the dictates of their consciences, sell shoes of improper size is that they are hired to sell at a 6 per cent commission and, since 85 per cent of children's shoes sell for \$2 or less, a clerk must sell six pairs every hour to average 72 cents an hour. Then, too, merchants often confine their stock to wide sizes which can accommodate a narrow foot whereas narrow sizes will be uncomfortable on a wide foot. All these things make correct shoe fitting difficult.

I finally quit selling shoes because

JOHN J. McKEE

Teacher of Biology, Lorain High School
Lorain, Ohio

I couldn't stop thinking about the suffering that could be prevented if shoe fitting could be accorded the attention it deserves, and I thereafter conceived a simple, almost cost-free plan that has been used effectively for three years in Lorain, Ohio, for seeing that school children get footwear of the right size.

Plan Is Educational

The plan is purely educational. A letter is sent to the parents of each of our 3800 elementary school pupils telling them that Dr. Dudley J. Morton has found that seven out of 10 adults suffer from foot disorders most of which can be traced to ill-fitting shoes worn in childhood. An offer is made to measure the feet of their children if they will sign the permission blank enclosed.

The only complaint that has come to Supt. P. C. Bunn has been from

parents whose children were not measured because the children did not return the signed permission blank. Parental permission is not required by law in this case but it is felt that the 93 per cent who request the foot measuring service appreciate it more than they would if the schools went ahead without their consent.

Children Must Understand Plan

Before the actual measurements are made, I visit each classroom to tell the children why they are being measured and to warn them against buying shoes of the size we recommend unless the shoe fitter finds that it is right. This warning is intended to teach the children two things: (1) that their feet are constantly growing so that they must be measured for each new pair of shoes and (2) that no measurement is an infallible prescription—they must rely on the expert judgment of a good shoe fitter.

I use the term "shoe fitter" rather than "salesman" or "clerk" in the hope that some day these trained

men and women may be considered as necessary to the child health program carried out in our schools and that the remuneration for their services will be adequate when the need of their skill is once understood.

Children enjoy the actual measuring. One by one they climb onto a low table, hand me their shoes and I read the shoe size to the teacher. I then measure both feet and the teacher records the measurements. In approximately 20 per cent of the children, the left foot is larger than the right, which fact is recorded by the teacher so that parents can be advised to have the shoe fitter fit the left foot. An insole can be used in the right shoe to give it a better fit in preference to damaging the larger foot by giving it too small a shoe.

The time required for taking these measurements is less than one minute for each pupil. The educational value of the whole procedure becomes apparent the second year when many of the children measure their own feet. They are likely to be more intelligent shoe buyers in the future.

How Data Are Used

The data which have been taken down by the teacher are recorded on permanent foot-health record cards. From these records, distribution frequency charts are made to assist local merchants in buying size ranges that will fill the needs and will eliminate some of the losses they sometimes suffer because of left-over odd sizes.

The findings for each child are reported to parents on a carefully worded form in which appreciation is expressed for their cooperation and they are again warned not to buy shoes of the measured size unless recommended by the shoe fitter.

A recent survey shows that, with the exception of one school, which is located in a higher income district but is close to the shopping district, there was little improvement in the shoe fitting situation the second year over the first; there was a definite improvement, however, the third year. The results in that one school of 300 children are as follows:

	1939-40	1940-41	1941-42
Correct size	24.6%	37.7%	54.9%
½ size short	20.4%	22.5%	19.8%
1 size short	29.6%	21.7%	15.7%
1½ sizes short	15.9%	11.8%	6.7%
2 sizes short	6.9%	5.0%	1.7%
2½ sizes short	2.6%	1.3%	1.2%

In the entire elementary system of 3800 children the following results are shown:

	1939-40	1940-41	1941-42
Correct size	23.6%	29.0%	41.0%
½ size short	21.9%	26.0%	25.6%
1 size short	25.3%	25.0%	21.0%
1½ sizes short	15.1%	13.0%	8.3%
2 sizes short	6.9%	4.7%	2.5%
2½ sizes short	1.3%	2.1%	.8%
3 or more sizes short	5.9%	.2%	.8%

The success of this foot measuring plan cannot be judged by the figures alone. The same figures might have been obtained if our efforts had caused the parents to shop for children's shoes with our measurements in one hand and a baseball bat in the other but if such had been the case the plan would never have been used a second year.

Trouble Expected

True, the merchants had agreed beforehand that such an educational program would help to prevent bunions and other foot ailments, but when the first comprehensive spring preschool clinic in 1939 sent one mother after another into their stores with measurements calling for shoes ½ to 3 sizes longer than the children's already purchased new spring shoes, we expected trouble.

I visited the merchants immediately and learned from them what actually happened.

Parents who left the preschool clinics with fire in their eyes had time to reflect before they arrived at the

stores. They were not hostile but were rather disillusioned about their own ability to fit shoes. Their chief concern now was to buy shoes that fitted, regardless of style, instead of vice versa. The clerks welcomed the opportunity to fit children's feet without interference from parents.

Merchants Are Pleased

Merchants were pleased with the new business which the clinics brought them. One merchant attributed a 300 per cent increase in children's shoe sales to the replacement of outgrown and misfitted pairs. Another merchant closed out his stock of women's style shoes and invested the money in his children's department. His trained shoe fitters are now permitted to refuse to sell children's shoes unless the parent brings the child in to be fitted. The sales he thus loses are more than offset by sales of other items.

There is only one reason why schools will be slow to include this foot measuring procedure in their health education efforts; it stems from the very reason that it should be there, that is, children's feet do not hurt while they are being deformed by ill-fitting shoes. Therefore, why bother? We should, therefore, look at our stoop-shouldered youngsters and, comparing them with the Chinese girls of earlier times, determine to unbind their feet so that their bodies may grow tall and straight.



Photos from The Boot & Shoe Recorder

Shoe fitters prefer selling shoes which are the right size.

WANTED: Report Cards

Parents Can Understand

MATHIAS A. HIMSL

Superintendent of Schools, Broadus, Mont.

AS AN educator and a parent the periodic problem of the report card and the multifarious types and forms of markings children receive have left me bewildered.

From a rather extensive experience and observation I notice to my astonishment that pupil accounting systems run the complete gamut of superintendents' originalities and ambitions. Formal education is one of the oldest of processes but to date the methods of reporting to parents on the progress of their children are about as varied as are institutions of learning. Youngsters are essentially the same all over the country and parents differ little in the interest they have in their children. Why, then, such dissimilarity in reporting on their educational progress?

Parent Knows His Own Child

I appreciate the fact that educators in their magnanimity have felt it a duty to take over an accounting of my youngster's social habits and attitudes, his work habits, his self-control, his courtesy, his thrift and his sportsmanship. But I wonder whether a parent cannot well observe these characteristics himself without teachers having to bother themselves with such unpleasant subjective evaluations. If a parent fails to note his child's deficiencies in these respects, he may also fail to notice his child's clothing, his health, his nutrition, his cleanliness, his appearance and his success in sports.

Just what does a parent want to know about his youngster's progress in school? Before answering this question it is necessary to define what the duty of the school should be. Libraries are full of scholarly writings on the many philosophies of

education but to me it is the duty of the school to give my child a strong basic foundation in the rudiments of learning.

What Parents Want of Education

I want him, above all, to learn to read with understanding; to acquire the fundamental skills of arithmetical calculations; to obtain such a knowledge of science as will awaken his curiosity with regard to the world about him; to learn his mother tongue sufficiently well to be able to express himself and to read with appreciation; to be enlightened in the social science field so that he will recognize his responsibility to society in the light of the experiences of others, and to be given an opportunity to explore and to exercise his particular talents.

I am satisfied, as are most parents, to assume responsibility for his social development and to form my own opinion of his habits. But I should like to know how his teacher evaluates his mastery of subject matter and his attainments in skill developments.

I would not ask her to give a percentage estimate of such things because I doubt that such measurement can be given in anything as exacting as numerical terms. I am not, however, satisfied with an "S" for satisfactory or a "U" for unsatisfactory; the range between the two is so wide it means little. As I understand it, a teacher of the modern method fortified with I.Q.'s and percentile ranks—cruel in their mathematical exactness—might believe my son is working to his capacity and so would give him an "S" but I should expect him to do that much and would rather have a more specific rating of his ac-

complishments in comparison with others of his group.

Just what is wrong with an "A" for superior work, "B" for better than average, "C" for average, "D" for inferior work and "F" for failure to meet the minimum requirements? That is the system I understood as a student and which, I am told, is still holding its own in the field of "S's," "U's," "1's," "2's" and "3's."

I am told that the present innovations in the marking field are so designed as not to impress the pupil with his success or failure lest it warp his personality; that the psychology of classification may disturb his social balance; that he may develop a complex if he knows his abilities or his limitations. I grant that he will not be able to interpret these abstractions of measurement which he now receives but neither can I, his parent, understand them.

Most Children Have Discernment

My son knows his father is not the richest man in town, he knows his dad lacks the popularity of a movie star, he knows the neighbors have a bigger house and a better car and he knows his father's friend plays a better game of golf. Does the realization of these things distort his make-up as a junior member of society? I doubt it. He still thinks his dad is tops and I believe his dad would be as fair with him.

Self-control, courtesy and sportsmanship are carefully checked on one side of his card and this I appreciate on the part of the overworked teacher but why not give my child an opportunity to experience these attitudes by giving him a more exact evaluation in "reading, 'riting and 'rithmetic"?

SCHOOL OPINION POLL

THE NATION'S SCHOOLS

EACH MONTH A QUESTIONNAIRE IS MAILED TO
500 REPRESENTATIVE SCHOOL ADMINISTRATORS

What of School Board Members

FEWER and better school board members would make local school government more efficient, in the opinion of the school administrators polled in this month's questionnaire.

The optimum number of members of a city board of education is five, a large majority (64 per cent) of the schoolmen polled declared. Those administrators from larger cities often cited seven as an ideal sized group while the rural superintendents often preferred a three man board.

Only one person among the 32 per cent who had returned their questionnaires by January 11 advocated a nine man board. Not a single vote supported the 12 or 15 member board.

Our local school governments would be truly democratic if schoolmen had their way. A full 92 per cent favor selection of board members by popular vote. The appointment of the local educational authority by officers of civil government whose primary functions are not educational is advocated by only a few administrators.

Petition is the favored method of nomination of school board candidates (63 per cent), although the primary election method polled a 26 per cent approval.

The closest race was between those favoring a special school board election (52 per cent) and those favoring voting on board candidates at a general election (48 per cent). Advocates of the special election maintain that a more interested, if smaller, group appears. Proponents of the general election believe it the only way to get out a truly representative vote; moreover the plan is less expensive, they argue.

Only one administrator had the temerity to vote for a partisan ballot. The others marked the questionnaire for a

OPINIONS EXPRESSED

OPTIMUM NUMBER OF MEMBERS

5 member board	64%
7 member board	24
3 member board	9
Other numbers on board	3

METHOD OF SELECTION

Popular vote	92%
App't by city council	3
App't by judges	2
App't by mayor	1
Other methods	1

METHOD OF NOMINATION

By petition	63%
By primary election	26
By organized community groups	8
Other means	3

TYPE OF ELECTION

Special election	52%
General election	48

TYPE OF BALLOT

Nonpartisan ballot	99 1/4%
Partisan ballot	0 1/2

nonpartisan ballot with an extra large check and the comments were numerous, often caustic.

"Our school directors are elected on a partisan ballot," writes one superintendent. "It has resulted in some very capable men being defeated because of their politics. It has resulted in long terms of office for the present members; in fact, most of them have been on the board for at least twenty years. This does have the advantage of prestige in the community and this has helped on

many projects, but it tends to make the board very conservative."

From Pennsylvania: "Our directors are elected by partisan ballot. In the past partisan politics has influenced actions of the board to the detriment of the schools. There are frequent struggles for board control."

Also from Pennsylvania: "The board should be financially independent also. The body that controls the money controls the schools."

Those polled were asked to state whether their preferences on the various questions were in accord with present practice in their own school system. In many cases preferences and present practice were in accord, so that the trend is definitely away from bureaucratic and political control.

Of major concern of these schoolmen is more desirable timber among candidates and electees. "Quality is the first consideration, numbers, secondary," writes E. S. Suenkel, superintendent at Latah, Wis. "In small communities desirable timber is scarce."

Comments E. M. Gruver, supervising principal, East Berlin, Pa.: "School board members should have the following qualifications: (1) be between 25 and 60 years old; (2) be business or professional men or women; (3) have a high school education or better; (4) be making at least as much money a year as the highest paid teacher."

A Michigan man takes exception to a state law requiring every school board member to be a property owner. "The good of the children is sacrificed to the glory of the property owner," he writes. "Again, if teachers are to be retired at 60 years of age why keep men past 60 on the school board when they have no other purpose than to keep down expenses?"

SELF-APPRAISAL

an Aid to Better Teaching

MALCOLM SCOTT HALLMAN

Principal, The Franklin School
Cedar Rapids, Iowa

ON THE assumption that the best service the school can render in war time is to do the regular job of teaching better, Franklin School, Cedar Rapids, Iowa, has adopted as its theme of professional study in staff meetings this year "The Evaluation of Teaching," and has worked out certain scales by means of which teachers have sought to appraise their own abilities.

Although much new material has been introduced especially to vitalize the war needs in art, mathematics, science and shops, the fundamentals remain much the same for peace or war, New Deal or old order, prosperity or depression. If seniors are required to follow through with twelfth year sequences in the fundamentals of English, history, languages, mathematics and science instead of electing work of lower grade levels and specializing on the secondary level, there is no need of "refresher" and "review" courses.

To the end, therefore, that emphasis be placed on better teaching instead of scattering energy over certain practices which have been questionable in both peace and war, our monthly staff meetings have alternated between routine business and the study of teacher rating scales. The first meeting was devoted to the consideration of 26 questions on teaching which were listed according to length only, and each member of a staff of 63 experienced teachers was asked to rank them in the order of their importance. The questions and the ranks accorded them by the teachers were as shown in the adjoining column.

26 Questions on Teaching

	Rank
Is the floor clean?	26
Are blackboards neat?	25
Are materials at hand?	14
Is a seating plan at hand?	18
Is the teacher's desk neat?	20
Do children use time well?	10
Is bulletin board attractive?	23
Is there planned procedure?	1
Is class work begun promptly?	7
Are good work habits shown?	3
Is the teacher's voice controlled?	11
Does the teacher talk more than the pupils?	24
Has the teacher a good question technic?	12
Is much use made of illustrative material?	19
Do pupils behave well when with a guest teacher?	21
Does the teacher use last year's notes and outlines?	22
Are shades adjusted to provide best lighting possible?	17
Is there evidence of a specific aim in the recitation?	2
Does the teacher inspire courtesy and respect by example?	4
Is the recitation logically related to past and future lessons?	6
Do pupils exhibit a courteous attitude toward the teacher?	16
Does the teacher show evidence of up-to-date professional reading?	8
Do pupils contribute in valid discussion ways instead of waving hands?	15
Is there a reasonable proportion of assignment, recitation, review and testing?	5
Are pupils trained to go ahead with constructive activities when the teacher is not present?	13
Is the teacher prompt in handing in reports, performing scheduled duties <i>on time</i> and co-operation with other teachers?	9

The purpose of this ranking was to emphasize the relative importance of various factors of teaching. To provide a broader background for the next step in our evaluation of teaching, this check list was supplemented by a presentation of several well-known forms of scales and tests which were prepared in mimeographed form and were discussed by the principal. It would have been a better meeting if each type had been shown and discussed in its original published form by a member of the staff and a critical summary only had been given by the principal.

For the next meeting members of the staff made lists of 25 good teaching qualities or procedures based on the group judgment of their fellows, those mentioned by the several authorities on scales, and others observed in their own experiences. Out of the 10 items rated highest in each of these 60 lists the most frequently mentioned were:

- Applied psychology
- Community interests
- Cooperation with parents
- Cooperative loyalty
- Effective discipline
- Emotional balance
- Inspirational power
- Logical relationships
- Mastery of subject
- Moral influence
- Motivated assignments
- Orderly management
- Physical vitality
- Planned procedure
- Professional growth
- Proportional balance
- Specific aim
- Staff teamwork
- Use of material
- Work habits

Needless to say there were hundreds of other items. It was also significant that as the study progressed such comments appeared as "These items overlap," "Certain ones logically belong in a group," and "In my work this one is important, but in general

this one is just as important." Therefore, a suggestive grouping was made to include all these phases and each member of the staff then submitted five points for each group heading.

This allowed enough leeway for each teacher to add more than half as many more than the 20 "most mentioned" ones. The staff also considered various devices for marking,

such as descriptive words, letters, numerals, percentages; the majority voted on a three point system of *above average*, *average* and *below average*.

The virtue of such evaluation of teaching lies not so much in the use of this or any other scale as an accurate measure but in its use for self-appraisal. All measures are too subjective and if made wholly objective they run the risk of omitting the spiritual aspects of teaching. Therefore, our purpose is to have each teacher mark herself or himself on the basis of what our group believes significant and in the light of the ideals toward which we strive.

Each succeeding semester the marking is to be done again in a sincere attempt to stimulate and note evidences of growth. The final rating sheet appeared as is shown below.

Unanswered Questions on TENURE

WILLIAM D. MULLIN

Principal, Mount Pleasant High School, Mount Pleasant, Pa.

THERE are many unanswered problems growing out of the status of the indefinite tenure teacher; some are procedural and others are substantial, *i.e.* related to the rights, duties and liabilities of parties under the law.

What are the different conclusions that flow from the proposition that the relationship of employment is contractual or statutory? Which is the best proposition for the teacher from the point of view of security? What interpretation should be given to definite and indefinite contracts as referred to in the school statutes? What principles of construction should be used in construing "good and just cause," "tenure at discretion" and other causes of dismissal as a statutory ground for dismissal?

To what extent will boards of education be permitted to use their authority to demote or change salaries of tenure employees for the purpose of securing a resignation? Shall the administrative employees be protected by the same tenure policies as classroom teachers? Should those employees whose certificates, training and experience entitle them to tenure be required to participate in a program of training in service as a requisite for the continuation of the indefinite contract?

Is the probationary period as now required by the statutes one of observation and selection rather than one of training? Should the statutes make provision for disciplinary action of the school board in termination of the contract? Would it be desirable to have a scale of penalties, such as warning or temporary suspension with or without loss of salary, before complete dismissal is effected?

How secure is tenure for educa-

tional employees under the statutes in matters of contract, appointments, reinstatements, assignments, demotions, resignations, appeals and hearings, reductions in salaries and dismissals for statutory causes?

Rating Scale for Teaching

IN TERMS OF

- A. The Pupils
 1. Work Habits
 2. Consideration for Others
 3. Self-Reliance
 4. Co-operative Attitude
 5. Advance in Learning
- B. The Teacher
 1. As a Person
 - a. Physical Vitality
 - b. Emotional Balance
 - c. General Appearance
 - d. Consideration for Others
 - e. Inspirational Power
 2. As a Professional
 - a. Continuing Growth
 - b. Mastery of Subject
 - c. Co-operative Loyalty
 - d. Applied Psychology
 - e. Records and Reports
- C. The Recitation
 1. Specific Aim
 2. Planned Procedure
 3. Logical Relationship
 4. Proportional Balance
 5. Motivated Assignments
- D. The Room
 1. Light Control
 2. Neatness and Order
 3. Attractive Appearance
 4. Illustrative Materials
 5. Bulletin and Blackboards
- E. The School
 1. Staff Team-work
 2. Effectiveness of Discipline beyond Classroom
 3. Orderly Management
 4. Individual Responsibility
 5. Loyalty to Policies
- F. The Community
 1. Interest in Cultural Agencies
 2. Co-operation with Patrons
 3. Active Citizenship
 4. Moral and Religious Influence
 5. Support of Welfare Projects

Check () one for Each Item				
		Below	Average	Above
1				
2				
3				
4				
5				
a				
b				
c				
d				
e				
a				
b				
c				
d				
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It's *Adult* Delinquency!

The fault, dear Brutus, is not in our young people but in ourselves. Youths take what is given them

LAWRENCE E. VREDEVOE

Principal, Lakewood High School, Lakewood, Ohio

LET'S face the real issue behind all this talk about youth problems and admit that it is adult delinquency. Yes, it's true that some of the teen-age youngsters drink, smoke, use dope, drive recklessly, steal, gamble and practice vice of many kinds but their conduct is merely a reproduction in miniature of the pattern given them by adults.

Liquor is made, sold and distributed by adults. The gambling among youths is insignificant and amateurish compared with that practiced by their elders. It's not difficult to find in many communities places where adults encourage different forms of gambling among teen-age boys and girls.

Who gives these so-called "wild boys" the opportunity to drive recklessly? "The police," you say. No. The driver's license is issued in most cases upon the signed agreement of some adult who assumes responsibility for the boy. Those filthy, sexy, motion picture films and periodicals that boys and girls seem to enjoy—how are they produced, sold, distributed and controlled except by adults?

Little Respect for Law

Our boys and girls are being taught to respect law and law enforcement agencies in the schoolroom but from listening and watching adults in their communities they are learning quickly how to "get things fixed" or how to "get by." They find also that they have been misled into believing that public officials mean what they say when they take their sacred oath of office.

Youths in most communities must borrow adult places of amusement for their entertainment. Can we

blame them if these are not decent and fit places for their fun? What are we doing to provide our young people with more suitable places of amusement and better conditions for wholesome recreation?

It's rather difficult to find anything these "delinquent youths" have today that has not been given them directly or indirectly by adults. They have given youth generously of all their wicked ideas, places, schemes and leadership, making it easy to go wrong but they have been frugal with their financial support of public recreation and playground facilities. They have made it unattractive and in some cases difficult for the leaders of youth to make a living wage in such service.

Youth Delinquency a Smoke Screen

Yes, there is youth delinquency, but the youngsters have merely taken what we have given them or have made it easy for them to get, and then we blame them for taking it. Let's face the issue frankly and admit that all this talk about youth problems is but a smoke screen for the real problem—adult delinquency.

A boy came to my office the other day with a good idea for raising money for the school. He proposed a monthly raffle. The boy was sincere and cited some organizations of a high type which raise money that way. I had to tell him that such a plan is not generally accepted as a good one. When he left I wondered whether "generally" was the right word. At least I didn't blame him for his confused thinking about proper methods for raising money.

If we want to concern ourselves with youth delinquency, we should give our attention to that which is

now being developed for the future. Those under the age of 10 who lack supervision and parental guidance at home today may be the real problems tomorrow. Boys and girls can't be raised on a mass production basis. It takes a lot of sacrifice, patience, love, understanding and work on the part of mothers and fathers. It's an individual matter that requires an environment of peace, security and Christian influence.

Let's glamourize the rôle of mothers and homemakers before it is too late. Perhaps an "M" flag for mother's efficiency is just as important as an "E" pennant for industrial efficiency.

The present problems of youth should not overshadow those we will face tomorrow because of our neglect today. In this war which adults have brought about, youths are giving a good account of themselves in trying to save the democracy which adults could no longer save. They can be depended upon to give a good account of themselves tomorrow if they are given a chance.

Better Parenthood Needed

More support is needed for those parents who quietly and conscientiously are doing a good job of raising their children in their own homes, for those who are still old-fashioned enough to take the time to do this.

More attention should be given to adult delinquency. We should not be surprised if these teen-age boys and girls one of these days turn the tables and begin to discuss what should be done about delinquent adults.

We cannot expect to save others until we have first saved ourselves.

SEATTLE CONFERENCE

sets pattern for regional A.A.S.A. meetings

SEATTLE, Jan. 10 to 12 . . . ATLANTA, Feb. 15 to 17 . . . NEW YORK CITY, Feb. 22 to 24 . . . CHICAGO, Feb. 28 to March 1 . . . KANSAS CITY, March 8 to 12

Broadcast From Britain

WORTH McCCLURE, President, A.A.S.A.

HOW can British and American education help each other? We have so much in common — language, institutions, religious background and moral precepts—that we ought to assist each other in the larger framework of the United Nations.

After what I've seen in Britain I think it would be a good idea to establish some kind of international education agency that would concern itself with bringing the two countries closer together. There might be an emphasis on common values in the true curriculums of Britain and America, an appreciation of democratic institutions.

We might well emphasize the friendly things in our own history, the things that bring us together rather than the things that divide us. That would, of course, need an international body of scholars. The international agency, too, might see to cooperation on research



problems, making use of advances in planning and technics in the various countries.

It is not necessary that we should fall on each other's neck but we can get rid of silly prejudices and dispassionately tackle the problem together. We might have closer liaison between the U. S. Office of Education and the British Board of Education. There could be an exchange at the top; two or three British educators stationed permanently at our Office of Education and two or three Americans stationed at the British Board of Education in London might do a world of good in recommending new plans and choosing and using new ideas.

One of the best measures would be an exchange of teachers and students. If each country sent several hundred teachers to the other for a year, they would be good interpreters at home of the people with whom they had lived. The language teacher from America could step right in and start teaching her subject in the English schools.

There could be an exchange for a year of students between the two countries. The cost would be less than for one battleship.

Today's Challenge

SHERWOOD D. SHANKLAND, Executive Secretary, A.A.S.A.

THE immediate task of education is difficult. Decisions or lack of decisions on the part of school officers will immediately and personally affect the present activities and future well-being of 25,000,000 children—the citizens of tomorrow. This series of regional meetings was planned to take stock of our assets and to make plans for meeting

today's challenge to American schools.

In this emergency some may look to Washington to chart the course, but the surer way is to seek the answers nearer the grass roots. It was my privilege last spring to participate in N.E.A. War and Peace Fund meetings in Atlanta, Boston, Minneapolis, Spokane and Dallas. This fall it was again my privilege to attend

meetings of 11 national committees and commissions.

May I summarize the outlook for education, not as a pronouncement from a swivel chair in Washington, but as the consensus of several hundred well-informed educators representing every section of the country.

Four major convictions emerged from their discussions:

1. In the face of competing demands for manpower, we must keep in every classroom a skilled and qualified teacher who can wisely instruct, counsel and guide the oncoming generation.

2. The shadow of federal bureaucracy hangs heavy over the schools. The federal government is now tapping sources of revenue formerly reserved to the states. Some of this federally collected money is sure to find its way back to the states and local communities. The question at issue is whether or not the regular state and local school systems are to be by-passed in favor of a system of education manned from Washington and paid for by checks on the federal treasury.

3. If the future of American education is to be assured, battles must be fought for the schools now and, obviously, a heavy responsibility is thus placed on our professional organizations, national, state and local. They cannot serve adequately unless they have resources and attain greater unity.

4. The schools must continue to uphold the traditions and ideals that are the heritage of Americans in order that education may do its part in (1) maintaining morale; (2) giving children and youth a

glimpse of the spiritual world, a world created by the activities of men and women of imagination, and (3) up-building the faith of our nation in the values it is fighting to defend.



"Morale"—22d Yearbook

CARROLL R. REED, Chairman of the Commission on Education for Morale

SINCE "morale" has almost as many definitions as "democracy," one of the first things the Commission on Education for Morale had to do was to set up its own working definition. Morale was held to be the quality of giving fully of one's best efforts to carry out a purpose.

Relative to any given work, a man may be at his best or he may fall short of his best in varying degrees. This variable is called "morale." It is high when a man gives all and low when he gives only a small fraction of what he has to give. Group morale is measured by the degree to which the members of a group devote their collective capacity to a common task.

The importance of morale is proportional to the difficulty of the task. Recognizing this fact the commission's report to the American Association of School Administrators considers the rôle of education in helping the citizens of the United States to render sustained and driving service in the common cause of building a better way of life for humanity in the United States and throughout the entire world.

Many varieties of educational experience were represented in the membership of the commission: John E. Anderson, director, Institute of Child Welfare, University of Minnesota; Winifred E. Bain, president, Wheelock College; Frank S. Freeman, professor of education and psychology, Cornell University; Roy W. Hatch, formerly head of the department of the social studies, New Jersey State Teachers College, Montclair; Laura E. Kellar, principal, Atwater Elementary School, Shorewood, Milwaukee; J. Cayce Morrison, assistant commissioner for research, New York State Education Department; Ralph Barton Perry, professor of philosophy, Harvard University; J. W. Ramsey, superintendent of schools, Fort Smith, Ark.; James M. Spinning, superintendent of schools, Rochester, N. Y., and Carroll R. Reed, first assistant superintendent of schools, Washington, D. C., chairman.

Through successive meetings these members of the commission developed a joint report which represents the judgment of the commission as a whole.

Early chapters of the Yearbook show how "morale" has developed from a war word to a dynamic peace-time concept



and discuss the distinctive quality of morale in a democratic society, the conditions under which high morale is possible both for adults and for children and the elements in America which either raise or lower morale. The school is seen as only one, withal a highly significant one, of the community forces which can influence attitudes basic to morale.

The latter part of the book deals with the rôle of the separate school, of the classroom teacher and of the school administration in building morale, discusses the morale of teachers, and includes a résumé of recent scientific studies offering guidance to educators in evaluating outcomes of their morale-building efforts.

Postwar Financing

JOHN K. NORTON, Teachers College, Columbia University

FOUR questions are asked below, the answers to which, it is believed, will substantially determine the general shape of things to come in the field of educational finance after the war.

QUESTION 1: *Will the American people, influenced by educational leadership of vision and courage, recognize in the postwar period that education, adequate in both kind and amount, is essential to the effective growth of our democratic industrial civilization?*

Other countries have demonstrated in recent decades the enormous potency of education as an essential ingredient in achieving comprehensive social programs.

Will the United States recognize the necessity for using education in an equally dynamic manner, in a democratic pattern, in solving its pressing problems and in achieving its legitimate aspirations?

If educational leadership makes the issue clear, the people will respond. The American people can and do support things they believe to be important.

QUESTION 2: *Will the economic system of the United States following the war provide full employment and*

The definition accepted by the commission as basic to its work lays emphasis on the common task—the establishment of a unifying system of values toward which all efforts are directed. For the United States this common task is to put into practice the ideals of democracy—love of truth, freedom under law, fellow feeling, respect for human dignity and personal responsibility. These ideals must be not only rooted in the understanding but endeared to the affections of young Americans.

Schools and colleges, public and private, should strive to build these ideals into the very fiber of thought and belief of their pupils. At the same time they should help pupils realize the distance yet to be covered in attaining these ideals, should try to create within them a sense of responsibility for doing their part in making such ideals come true and should give them a rich and varied experience in working together on common tasks for the common good.



operate at a high level of productivity?

We shall enter the postwar period with the greatest productive potential of our history—in labor supply, in physical plant, in technical development and in available purchasing power.

Will we use this potential productivity and give all those who want to work a chance to do so? If we show the genius to answer this question affirmatively, and this will involve the wise use of education at several crucial points, then it will be relatively easy to finance a high standard of education, as well as a high standard of living.

QUESTION 3: *Will the states and localities put into effect certain administrative and fiscal reforms essential to the effective financing of education?*

Education can never be adequately administered and financed until reforms are accomplished in the states involving: (1) better organization of local school administrative units; (2) stronger state departments of education in most states; (3) modern state-local systems of taxation, and (4) establishment of state aid funds providing an adequate minimum of financial support and equal burden in the cost of paying for it in all districts.

Until the states and localities thus put their educational houses in order, the financing of education will continue to be inadequate in many school districts.

QUESTION 4: *What rôle will the*

federal government play in the financing of education in the postwar period?

The federal government is financing education annually to the tune of hundreds of millions and doubtless will continue to do so in the postwar period.

The open question is, Will the form of federal financing preserve a decentralized, state-local pattern of education or will the federal government take over

the control and administration of education in the process of aiding its financing?

The latter alternative will prevail unless the educational profession unites in supporting measures to establish an adequate national foundation of financial support for education in all states, distributed in a manner that involves a minimum of federal administrative control.

den should be included in the practical arts program.

Technology has given us more leisure hours than any other people but we are more "hurried" than any other people. In the postwar years there will be a greater demand than now for *fine arts* experiences in the elementary school. The fine arts help us as a people to enrich our lives and to make a satisfying and profitable use of our leisure time.

Finally, it is generally accepted that the entire elementary school program should be geared into *training for citizenship* and that the social science area should assume a heavy responsibility in that training. It is too widely accepted that historical, geographical, economic, and political facts guarantee the realization of our all-inclusive objective.

Good citizenship training begins with good social living or experiencing within the school itself. This is not to discount the importance of pertinent facts in teaching but to emphasize the necessity of the inculcation of attitudes and the development of behavior patterns that will redeem us spiritually as a nation and, therefore, establish that essential balance between national interest and world responsibility.

Elementary Curriculum Changes

W. W. HAGGARD, President, Western Washington College of Education

THE elementary school program in the postwar years should embody in a manner more effective than in the past or at present the practices growing out of the whole-child concept of growth, the philosophy of the activity curriculum, the community-school point of view and, in all, more functional learning.

The elementary school has always taught the *Three R's* but it must persistently search for improvement of method. It should be as anxious as the armed forces are perturbed about doing a better job in teaching these fundamentals. It is hoped, however, that in the postwar years the elementary school will not be expected to teach the three R's only for the armed forces but for everyone living in a democratic society in which technology is utilized.

If technology is the dominant force in our civilization, *science* has largely made it so. The school curriculum in a technological society must, therefore, include science for all children of that society. Science experiences are the approach of the child to an understanding of his physical environment and they may be closely related to his understanding of the social environment. The chief modification in elementary science instruction that should be made in the postwar years pertains to the social meaning of science. It is evident that science per se will not bring peace into the world.

Reports of the Selective Service boards indicate that the schools have not achieved their anticipated goals in providing functional health instruction since World War I.

Basic to a good *health* program is the medical examination given by a physician and a school nurse under the supervision of the school, followed by home contact and the appropriate modification of physical activities to meet individual needs. Knowledge of the human body and healthful living is valuable insofar as it improves behavior. There is no other valid interpretation of functional health experiences. The cafeteria lunch

under expert supervision is an example of a meaningful experience in health education.

Practical arts of a simple and general nature should occupy an important place in all elementary schools after the war. All children should become acquainted with the simpler tools and technics of our technology. Every elementary school classroom should be equipped with a work bench and certain tools. Also, a cooking-sewing room and a gar-

Secondary Curriculum Changes

RALPH D. RUSSELL, University of Idaho

WINNING the peace is a more difficult enterprise than winning the war. It calls for a kind of education that will remove the economic, spiritual and military causes of war in all the nations. If a school is to function properly in this enterprise, more serious consideration should be given to making both the method and the content of the curriculum truly humanistic and international. It will need to emphasize the common enterprise of living together under conditions of freedom.

Method in the Curriculum. Method is as much a part of the curriculum as content. It is basic to the determination of social attitudes and dispositions. Dictators recognize the importance of method by using authoritative procedures in the school.

Democracy demands that people make their own decisions. What is decided is less important than making the decision. Mistakes will, of course, be inevitable. The important thing is that a child be allowed to learn by making mistakes instead of being compelled to remake the mistakes of his elders. If reliable and responsible citizenship in a democracy is the objective, a child must have

training in making his own decisions.

Content in the Curriculum. The content of the school curriculum needs a world-wide orientation. If the ideals for which we are fighting are taken seriously and if the peace is to be won and maintained, all school subjects will need modification. History will here be used as an illustration.

Aside from the needed modifications in the history course of study with which every educator is acquainted, two modifications need to be made in the interest of winning a lasting peace based on a firm foundation. In the first place, history needs to be made factual. The practice has been for each nation to base its teaching of history on national bias.

The second urgent modification is that there be no neglected areas. Children in the different nations of the world have had access to the history of only a limited portion of the world. In the United States we have particularly neglected the Orient.

Modifications of the curriculum will be difficult. It will be an international undertaking and will require an international organization.

Importance of Religion

PAUL B. HANAWALT, Superintendent of Schools, Puyallup, Wash.

ACCORDING to Dr. Harry Emerson Fosdick, "Religion is a psychological experience. It is something that affects one's mental states and processes. These explain why people act, think and feel as they do." Religion, in this sense, pays less attention to dogma and creed and more attention to the experiences which individuals have.

Religion thus defined lies in its reverence for personality. Personality is the most valuable thing in the universe. Personality is sacred above all else.

What, then, is the prime purpose of education? As I see it, it is to teach pupils how to live successfully, how to build proper personalities. Note the similarity; both religion and education are primarily concerned with personality.

Many may disagree with this definition of education. They may say the prime purpose of education is to teach academic fundamentals, to teach persons how to think. It is not enough to know the fundamentals; the use made of those fundamentals is more important. Proper education uses academic fundamentals as a medium through which to teach successful living and the building of proper personality. Education without this emphasis is not true education. Edu-

cation and religion, therefore, have much in common.

The following nine suggestions show the school's opportunity and responsibility to recognize the importance of religion:

1. Back up organizations that deal in religion.
2. Broaden the meaning of spiritual values and build on them.
3. Build respect for the importance of spiritual values through literature, music and art. Create appreciation for such.
4. In social science studies, emphasize the contribution of religion to civilization.
5. At every possible occasion recommend and encourage religion.
6. Cooperate with religious groups in their endeavor to reach youth and to give religious instruction outside of school time.
7. Assist pupils to develop a philosophy of life.
8. Teach large fundamental principles.
9. Teachers, themselves, should believe in religion and live it. If the teachers live it, the pupils will most certainly catch it.

5. Federal money should be granted through local channels subject only to general checks and standards. The fallacies and inefficiencies of overly remote planning and control are too obvious to need reiteration. Furthermore, vocational education to be effective must often have a distinctly local flavor and must be gauged to meet relatively local needs.

Occupational Readjustment

D. A. EMERSON, State Director of School Administration, Salem, Ore.

IT WILL be neither practical nor advisable to attempt to bring back into the regular secondary schools those young people who were taken from the schools into the armed forces or war industries before completing the requirements for graduation.

While many in the armed forces or in war industries when the war ends may be considered youthful as far as chronological age is concerned, they will have had all the experiences of adults and will have to be treated as adults.

Training during the postwar period will need to be much more than vocational. The educational program for the postwar period should include the education of 10,000,000 illiterates and near-illiterates within our country; the adjustment of millions of men and women to situations that have changed drastically for them, and instruction regarding marriage, parenthood and personal finance. In addition, there is the problem of helping millions of men and women and boys and girls to adjust to an interrupted civilian life.

Can the present public school system expand in time to shoulder its share of these additional services? Can the schools, profiting by their experience in the vocational training program for war production workers in providing short-order courses under the administration of the public school system and with the utilization of school equipment, provide the more complex training necessary to prepare workers for peace-time pursuits and civilian life?

Can we provide vocational schools with flexible programs, subsidized in part by the federal government but relying chiefly upon state and local support, that will offer a type of training in line with employment possibilities and compatible with local training facilities?

These are immediate educational problems that challenge school administrators.

The answer to these questions may be found in part in the provision that has been made already in some states to

Vocational Guidance

FRANCIS F. POWERS, College of Education, University of Washington

THE following points indicate possible directions of a postwar program of vocational education, the correlative guidance procedures being implied:

1. *Vocational training should be preceded by a sound, thorough education in fundamentals.* Personnel workers in many factories testify that one of the greatest needs yet is a beginning personnel that can take and give instructions in simple English and perform simple mathematical operations accurately and quickly. This general training should continue through the present 10th grade for all pupils and through the 12th for most; during this time the pupil's aptitude pattern should be plotted.
2. *Pupils who definitely do not intend to go to college should be given a period of general and special vocational training in a department or school separately organized for this purpose.* This training should make for increased individual efficiency and reduce labor oversupply.

The possibilities of vocational schools for advanced and research work are far from explored.

3. *Former servicemen should not be treated as a group educationally but should be routed to their own best interest.* Young men now in the service were interrupted at all stages of training. Their continuing training should be pitched in terms of individual need judged by educational experts completely unhampered by extraneous influence.

4. *Further extension of the reorganization and consolidation ideas will help the rural problem as will the junior college terminal-vocational plan.* When war came, some states were engaged in reducing the number of school districts. This unification permitted better plants and other advantages that can be utilized by vocational education. The junior college idea and its cognate the 6-4-4 plan will be of assistance in some communities. No one plan appears optimum for all conditions.

establish regional vocational schools and in the work of local planning groups that have proposed an expansion of the local school system to provide for night schools and part-time attendance during the day for those employed in industry. Immediate steps that may be taken to

meet the new emergency should include provision for sinking funds for future buildings, renovation of unused buildings for vocational classes, curriculum development in cooperation with industrial leaders and teachers as directors of extended school services.

thusiasm develops the fun and pleasure of a personal life devoted to teaching.

This enthusiasm develops an interest in schoolroom technics as a means to the best service. It represents the same kind of interest in newly proposed successful methods that a doctor shows in the tried results of medical research. When a certain method seems not to be producing desired learning and a change of procedures seems desirable there should not be a feeling of personal failure with a brand of an unsuccessful teaching act. It is necessary to remove the teacher-gloom from test results.

3. The third element of high morale grows out of the realization that teaching is a cooperative act in which many people take part. There is appreciation of the work of one another, not jealousy.

High morale is helped when there is a feeling of confidence in leadership and an expressed confidence of the leader in the ability and willingness of members of the group to perform a part.

Cooperative leadership should plan and recommend salary schedules, tenure policies and retirement plans. These plans should be prepared with employee advice and counsel. They should fit into the financial situation created by law and custom. Needs should be explained to the taxpaying public.

4. Morale is higher when good-fellowship is expressed by friendliness and courtesy in all contacts. There will probably be no lines of caste left in America in 1944. Financial rewards may tend to differ less widely among groups of workers. Those who know and accept this new set of personal relations will have high morale. Those who resist this spread of economic welfare and physical happiness must have lower enthusiasm in 1944.

Racial and religious barriers are being removed. Congeniality becomes a measure of human values and of the value of humans. School people are tending to become more accessible to all types of patrons and will continue to meet all kinds of people with frank consideration and thoughtfulness.

5. Morale inheres in persons. It is strengthened when people feel that constructive thinking, initiative and originality in work are welcome in the body of teachers of which they are members. The spirit of well-being and effective service is still further fostered by the certainty that the personal idiosyncracies which characterize personality need not be sacrificed to an occupational manner.

The spirit of all people will radiate greater happiness when differences are appreciated as interesting. Our treatment of slow people will influence morale. Morale will be higher when all people find friends everywhere with values determined by human traits rather than artificial classifications.

International Good Will

ERNEST O. MELBY, President, Montana State University



HAD education given pupils a realistic understanding of the world in which they live, it is difficult to see how Germany and Japan could have armed so as to threaten the rest of the world without drastic

steps having been taken in contrast to the weak vacillation that characterized our rôle in the Manchurian, Ethiopian and Spanish incidents. Vigorous action in these incidents might have prevented Munich altogether. International policies in a democracy must be determined on the basis of widespread public understanding of the issues involved. Such understanding is impossible without a realistic treatment of the various problems in our educational systems.

In the second place, schools can give their pupils a sympathetic understanding of other races and their contributions to human welfare. This is particularly important in America, where the size of the country, our economic strength and our traditions tend to give us a false feeling of isolation, as well as much complacency in regard to our own importance as compared to that of other peoples.

Travel in foreign countries for our teachers, tours on the part of students, interchange of students in schools of all levels and a more thorough school treat-

ment of the cultural contributions of other races and peoples would go far to remove our isolation and complacency. There are opportunities in the fields of art, music, literature and human relations to emphasize the important contribution of other races and peoples.

Perhaps the most important step that schools can take in the interest of international comity is to give their pupils experience in the practice of democracy in home, school and community. There is no hope of international comity without the fullest success of democracy at home in America. The Four Freedoms must be brought to all of the peoples of the world but it is just as important to bring them to our own people at home. In view of the important rôle that America is certain to play in the postwar world, it is perhaps of even greater importance to establish these Freedoms at home than in some other countries, because American leadership will play a commanding rôle in the preservation of international comity.

The world needs a large-scale demonstration of the democratic approach to the solution of human problems. Nothing our schools can do is more important than to give our pupils experience in this approach and, in so doing, nothing is more important than the attitudes of teachers themselves and the degree to which they employ the democratic approach in the solution of their professional problems and in their own relations to pupils, parents and one another.

Teaching Morale

L. JOHN NUTTALL Jr., Superintendent of Schools, Salt Lake City

TEACHING MORALE is dependent upon the spirit with which school people do their work. What are the elements into which we can analyze morale and study its presence and its strength?

1. First is a devotion to service. An educational system that meets the calls

of life begets devotion to it. A knowledge of purposes also provides each worker with a partial measure of success which helps him evaluate his work.

2. The second element is in part an outgrowth of the first—it is an expressed enthusiasm toward teaching. This en-



SCHOOLHOUSE PLANNING

BASIC PLANNING

Is Needed Now

for schools to meet new postwar needs, new demands for recreational facilities, new emphasis on community service

MANY schools will be built in the postwar period and they must be planned now. Communities that were aware of their school needs before the war have had to postpone construction because of war priorities and in the meantime conditions in those communities and in the world have changed.

Time Now to Estimate Needs

Major shifts in population have created new local needs while, during the same period, our thinking about school types and school functions has been radically altered. The very fact that actual building has been interrupted has given educators and planners an opportunity to re-evaluate our school plants and re-estimate our future requirements.

We have a much better conception now of the ideal community school. We know that its presence will be felt throughout the whole community by the emphasis which will be placed on adult education, by increased facilities for technical and

THOMAS H. CREIGHTON

Alfred Hopkins & Associates, Architects-Engineers, New York City

vocational training with shops related to actual industrial practices, and by an enlarged program of health and physical education with all that this implies in the way of open planning, maximum light and air and increased recreational areas. These requirements will demand new buildings and will hasten the obsolescence of many existing plants.

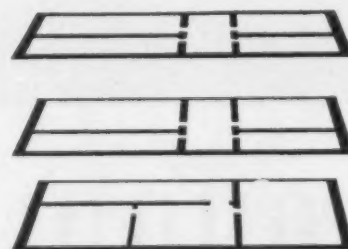
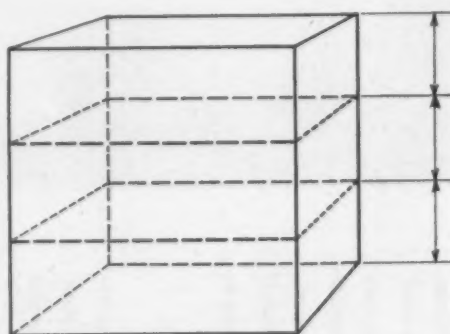
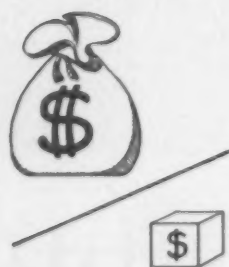
With a tremendous need, then, for new buildings after the war and the impetus of the call for a preplanned construction program to help take up the postwar employment slack, we are beginning to plan. We have time available now, fortunately, in which to study all the problems.

Certain basic questions must be answered immediately. These involve practical considerations which many school bodies will face for the

first time. Relation to city-planning projects, plant need studies translated into budgeting and financing, site selection, the choosing of an architect, the determination of basic materials and methods of construction—these are among the problems which require businesslike, practical answers before even preliminary drawings can be made. While no fixed rules can be laid down for determining the answers, certain guiding principles can be established.

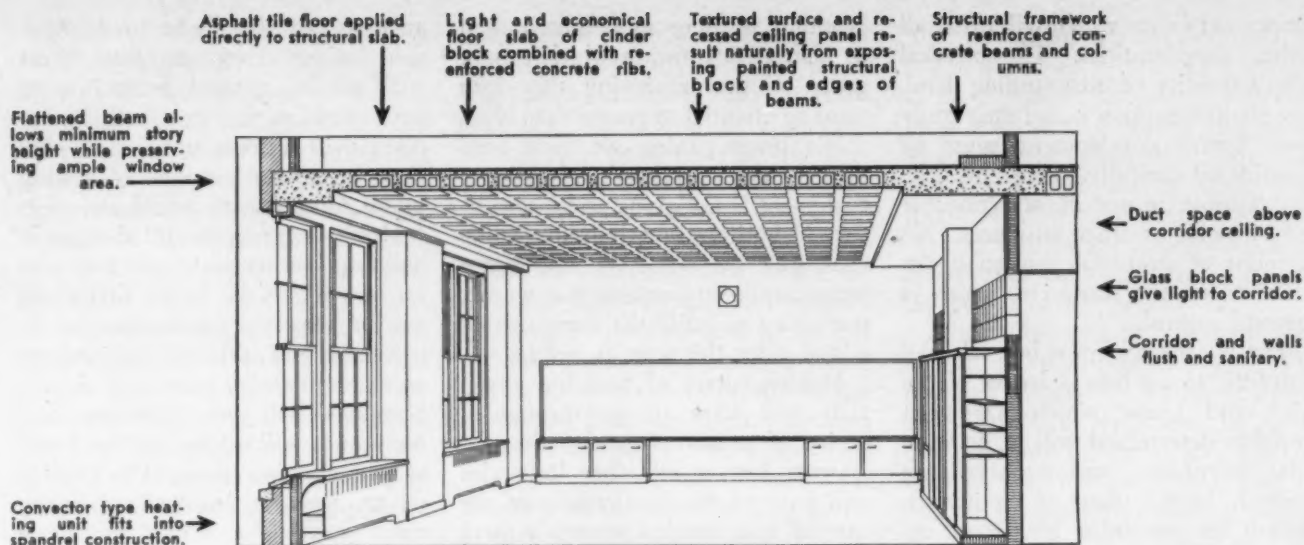
Relate School to Community Plan

It is a realistic and practical necessity for any group planning school construction to study what is being done by the community in the way of over-all planning and relate its individual project to that larger scheme. The successful and continued functioning of the school will depend on its correct relation to population trends, transportation development and the opening up or the abandonment of residential, industrial and recreational areas. If no



Budget
Divided by
Cost
Per Cubic Foot } = Volume

Volume
Divided by
Story
Height } = Floor Area



Typical classroom in a postwar school

such studies have been made, the local planning group will want to make its own investigations. No plant need studies, no site purchase can be made on a rational basis without reference to these larger aspects of community growth.

Fill Most Urgent Needs First

The next step is the development of a program of requirements which, for practical purposes, is inevitably tied up with the budget. It is a rare case in which budgetary allowances will permit the building of all needed facilities. If a long-range study of plant needs is made, then the most urgent of these needs can be given priority ratings and fitted to the budget. Unless this evaluation is done carefully and realistically, either the budget will be overrun or a building which does not solve the most pressing needs will rise to haunt its sponsors.

When the budget is fixed and limited, definite controls of a business character must be exercised over the planning. The first step is to deduct from the gross budget costs auxiliary to the actual building construction the cost of such items as land, furnishings and equipment, landscaping, fees. The resultant net construction budget can then be divided by an estimated cubic foot construction cost to determine the amount of cubic space which can be enclosed by building. Dividing this by a reasonable story height will give areas of floor space available. With the relative urgencies of the needed facilities

determined, an intelligent and workable program can be arrived at.

While the cubic foot cost is a treacherous factor and must be used with discretion, it is much more realistic than an offhand assumption that a school will cost so much per pupil or so much per room to build. The index of building costs fluctuates from year to year, sometimes violently. Costs vary greatly in different localities and are influenced by the foundation conditions likely to be encountered, such as the nearness of public utilities, materials of construction selected and the number of stories desired (a one story building obviously has greater areas of costly roof and foundation in proportion to its cube than a multistory building). A competent architect, however, knows how to evaluate these and other elements.

Postwar Costs Puzzling

One thing that makes preliminary estimating difficult for postwar construction is our inexact knowledge of what will happen to the costs of labor and materials when the war ends. Many public agencies, among them the New York City board of education, are using the 1939 cost index for postwar budget purposes.

Fortunate is the school board that can adjust its budget to its needs. In that case, once a complete program has been determined, it can be translated into a budget by a reversal of the mathematical process previously described. The needs are expressed in space requirements, multiplied by

a story height, the product multiplied by a cubic foot cost factor, auxiliary costs added and the result is the gross budget.

Financing Should Be Done Early

Financing and the preparation of plans obviously precede the actual construction and for that reason should be completed in time to take advantage of favorable building conditions. All too often the decision to raise funds is put off until a period of easy money is in sight, which means invariably that by the time a construction contract can be signed there is a rising labor and material market and the building cost index is high.

When advantage can be taken of a low cost period, benefits accrue to the building group in gaining space or saving money and to the community in providing employment at a time when it is usually needed.

Much more than picturesqueness or low cost must govern the selection of a school site. In the first place, land attractively cheap in its original cost may involve other expenditures which would more than offset the apparent saving. For example, the nearness or availability of public utilities, such as water, sewer, electricity, is an important cost consideration. The suitability of the soil for building purposes may affect the budget. Topography of the site might be such as to make building on it difficult and expensive.

The relation of the proposed site to transportation facilities is often an

important factor which will offset all other considerations. The physical characteristics of surrounding land, the structures upon it and their probable future development must be considered carefully. There must be no possible source of objectionable odors, noise or other nuisances. No amount of acoustical insulation can stifle noises the source of which is beyond control.

Finally, the site must be evaluated carefully to see how a school of the size and shape which has been roughly determined will fit on it so that orientation and exposure are correct. In this phase of the investigation the possibility for future expansion must be considered as well as all possible recreational needs.

Nothing is more shortsighted than to plan an institution which cannot grow without cramping the open areas so essential to proper operation.

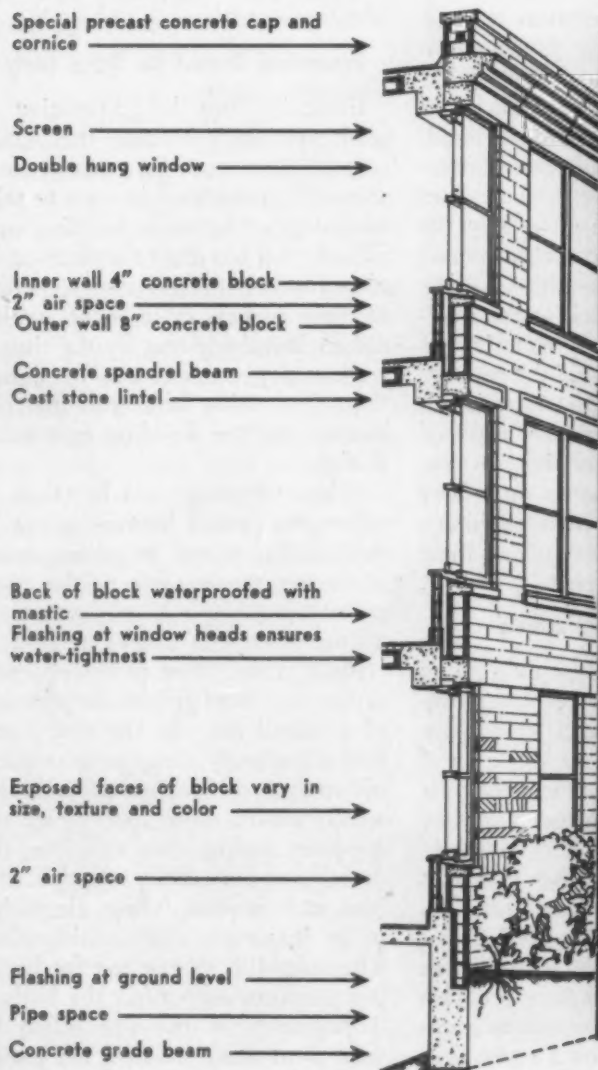
We know, unless we have been misled by sensational advertising, that there is not going to be a selection of entirely new building materials after the war. We also know from certain indications that we are not going to build the same sort of school after the war as before.

Manufacturers of building materials will have to go through a period of reconversion after the war is won, just as all other industries will have to do. Particularly in the case of new untried materials there must be a long period of testing, production and more testing before

an item can actually be made available for use. Even after that, there will not be general acceptance of new products for structures as important as schools until there has been a certain amount of testing under conditions of actual use.

However, progress and changes in building construction will not wait for new materials. In the first place, we can expect a continuance of restrictions and priority assignments on many materials even after victory. Scarcities will not suddenly end. New ones will appear as the result of rehabilitation needs. The emphasis on postwar employment is already causing a search for those projects which will use maximum labor.

Basic structural system uses hollow walls of precast concrete block with floor slabs of cinder block and concrete.



An academic building of dignified and substantial character built under wartime restrictions on materials. Alfred Hopkins and Associates, architects.

Many of the lessons learned in building during the war will be of value. A few important schools were built under war limitations and in some cases these very limitations brought about profitable changes in design and construction methods. The U. S. Merchant Marine Academy at Great Neck, N. Y., designed by Alfred Hopkins and Associates and described in these pages in December 1943, for example, employed a basic structural system and a use of materials which were economical, met the demands of the restrictions in critical materials and resulted in a dignified and satisfactory academic group.

There are many materials, basic, easily available, that we have ignored. There are unexplored possibilities in many others. The use of reenforced concrete, for instance, has just begun to be fully investigated as a result of the restrictions on steel. Its possibilities in economy, elimination of the forest of girders and beams that we are used to and maximum employment of labor will be further developed in postwar building.

New Masonry Finishes Available

There are potentialities in the development of many self-finishing masonry materials, for example, a material which can be used for structural, load-bearing purposes and at the same time, by a process of manufacture, provide an integral finish which can be left exposed. The economy, the ease in maintenance and the use of labor rather than material in such an approach are obvious. We can thus get new finishes without waiting for new materials.

Improvements in planning that come with an emphasis on openness, light and air, flexibility and a full study and translation of functions are beyond the scope of this discussion. Our postwar schools are going to be different from those we knew before the war and the differences will not all be in planning. We must not conclude that because no new materials will be immediately available no changes in construction will be possible. Not only will they be possible, they are even inevitable.

Being a good designer, in the sense of being able to produce an attractive building, is an important quality to look for in a school architect but it is not the only requisite.

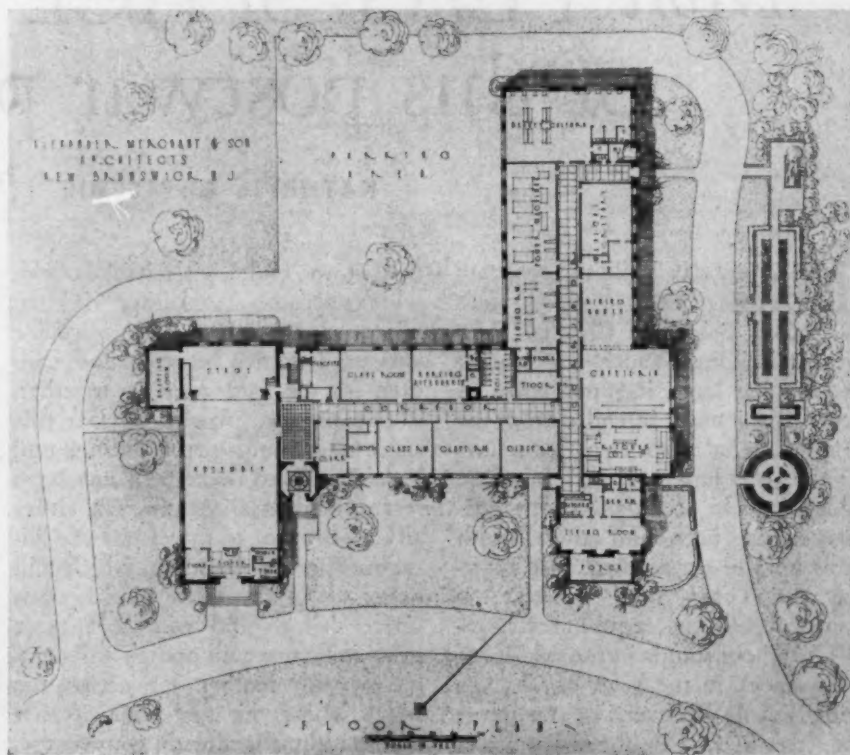
He must be thoroughly practical, for he must advise his client on all of the points that have been discussed in this article. He must be progressive in the sense that he has kept abreast of all new developments in design and construction. As education advances, the buildings which house its activities must reflect the progress that research and experiment make possible and the school architect must be abreast of the times.

The school architect must have the reputation for preparing careful and complete drawings. Unforeseen "extras," because of omissions in the drawings or specifications, can wreck a carefully prepared budget. Although it is wise to set aside a certain percentage for contingencies, any large unexpected extra cost will often have to be provided for out of equipment funds or by some other last-minute expedient.

One practical step which cannot be overemphasized is the early selection of an architect. Only by having his help and advice during the early stages of the planning, when the selection of the site is made, the program of requirements is drawn up and the budget is prepared, can his finished building become a true expression of the needs.

Many unpredictable problems will appear as the postwar school is planned. Every community, every school district, will have its own headaches but in finding the answers to all of them it must be remembered that the practical, businesslike, realistic solution is the one that will fit into our postwar world. Our old world has pretty well fallen to pieces around us. We must build anew after we have won the military battles. We shall build differently but we must build carefully and well.

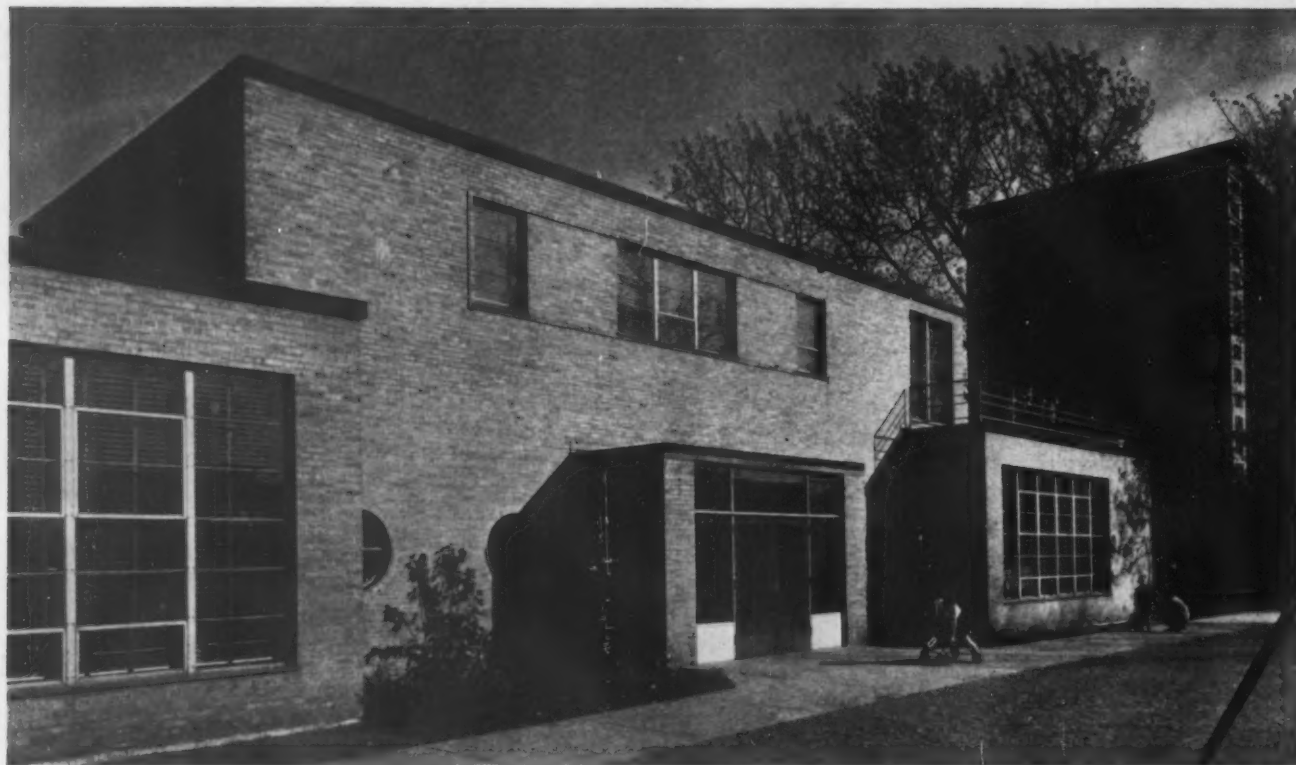
Accent on LANDSCAPING



Middlesex County Girls' Vocational School

This unsymmetrically designed red brick building in Woodbridge, N. J., with white marble sills and chimney caps is surrounded by attractively landscaped grounds, including an herb and flower garden flanking the drive along

the right wing. Drives and walks are of penetration macadam bound by white cement curbs and headers. A paved parking area has been provided. Alexander Merchant and Son, New Brunswick, N. J., were the architects.



Main entrance of the new unit of the Francis W. Parker School in Chicago.

More PLAY SPACE a Feature of this postwar project

KATHRYN E. RITCHIE

THE postwar building program is already begun at the Francis W. Parker School in Chicago. The present building, which was erected in 1900, has long since outgrown its skin. It was never intended from the first to be a permanent structure. As the years have passed, it has been added onto in accordance with various needs, here and there, with steps up and steps down, just growing like Topsy, until it today no longer fulfills the requirements.

The school stands in the middle of a city block in the heart of Chicago with Lincoln Park and its zoo across the street to the east, the Clark Street cars rattling by on the west and apartment houses looking down on it from the north and south. It is surrounded by odds and ends of frame sheds and small buildings.

The space around the parent building and its satellite sheds is used for recreation. There is a football

field at one end, a girls' hockey field, which becomes a skating rink in winter, at the other, with space for various activities between and children of all ages playing together.

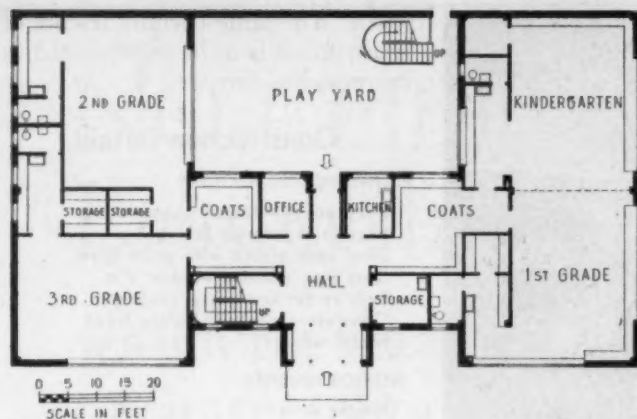
The postwar plan is to clear this space of its outgrown buildings and little sheds and make of it one large recreational area covering an entire city block close to the center of Chicago. The new building, which will house all grades from kindergarten up to college and will be a three story structure, will occupy and completely fill another lot across the street where the first unit of that new building is already constructed, as shown in the accompanying illustrations.

This new unit was completed in 1941. It provides for the kindergarten and grades 1 and 2. An interesting feature is a small enclosed play yard for the very little children, complete with see-saws, a sand pile

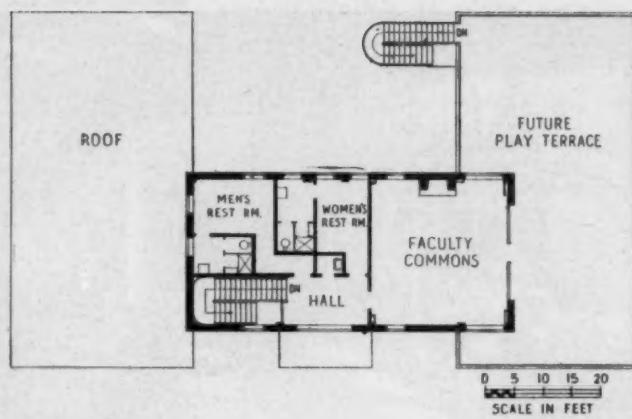
and a handsome baby elephant in stone, the work of the Chicago sculptress, Sylvia Shaw Judson, for children to admire and climb upon.

For safety there is a bridge across the street between the two schools which makes the old building, its auditorium, gymnasium and play space available to the younger children in the new unit. When the new play area is finally cleared, it is to be hedged in by trees, which will serve to shut out some of the noise of the Clark Street cars and other disturbing city noises insofar as possible. Trees are more satisfactory for this purpose than are brick walls and are also more attractive for a city school.

Since it is an experimental school, according to Herbert W. Smith, principal, the new building must be physically adaptable, insofar as its interior construction goes, to any changes which may be called



First floor plan



Second floor plan

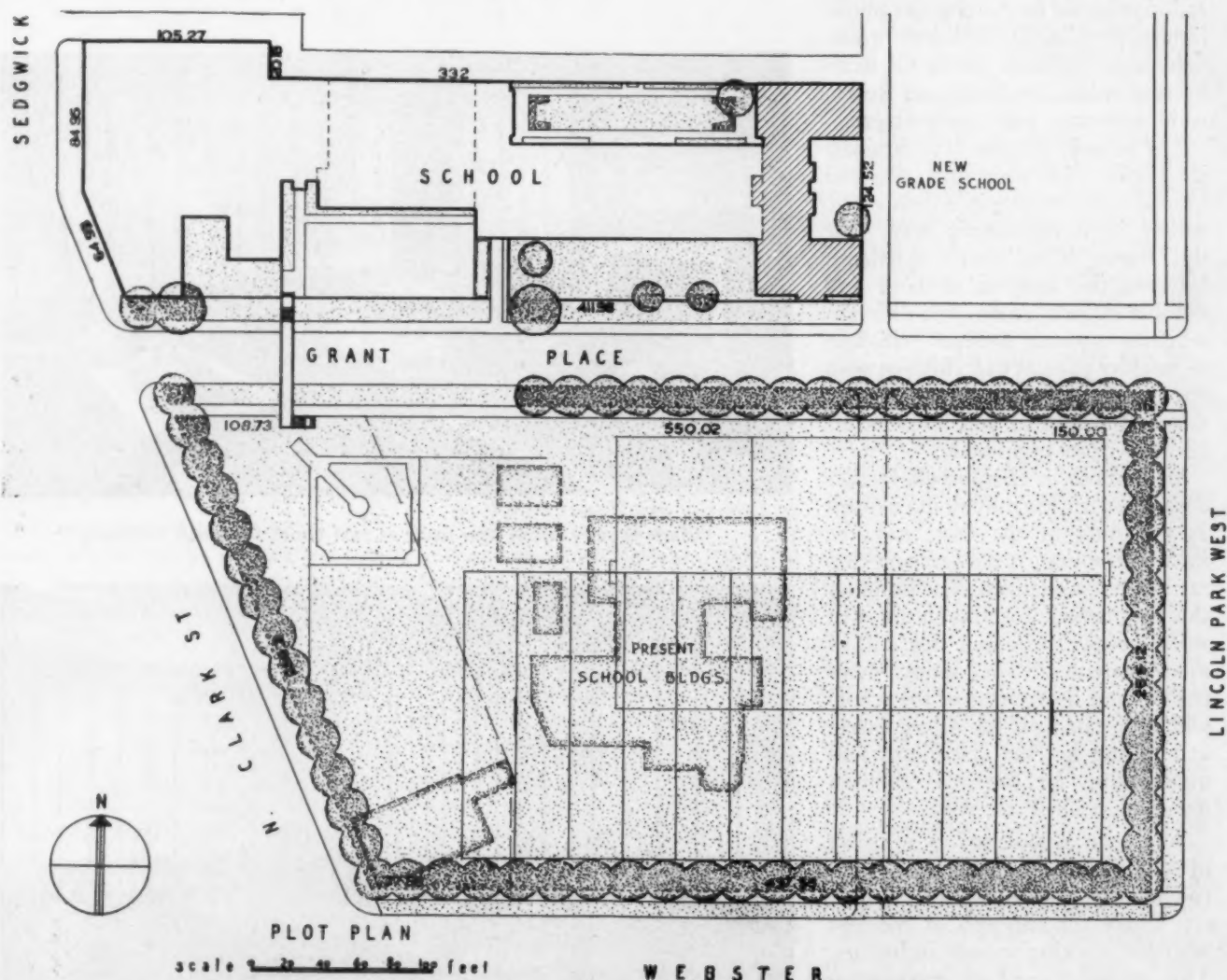
Holabird and Root, architects

for by new ideas in education in future years. It is so designed and will be so constructed that it will be possible to move walls and shift partitions about to meet new requirements as they arise.

The present new unit was erected at a cost of between \$75,000 and

\$80,000 which represents part of a larger sum raised by means of a subscription campaign. The work on the building was begun before most priorities went into effect so that almost all of the materials which the architects, Holabird and Root, wished to use were available. A few

compromises had to be made, however, such as the employment of concrete instead of steel for some features and the omission of an artificial ventilating system; addition of this feature will have to wait until after the war. All of the materials used are of the simplest type.



Plot plan shows in upper part of drawing the projected new building. The first unit, already completed, is indicated by diagonal lines. The recreational area, which will become available later, is shown in the lower part of the drawing.



Second grade classroom looking onto yard for small children.

Parker School does not attempt to be a country day school in the city although it has many of the features of a country day school. It is distinctly an urban institution which makes use of the facilities for education afforded by the city—its public library, the Lincoln Park and Brookfield zoos, the stock yards, the nearby steel mills, the Field and Rosenwald museums and many others.

The school's purpose is to familiarize pupils with their own city and to teach them to live in a democratic society in a democratic way. For this reason it maintains a balance between the number of boys and number of girls, among the different religious groups, between children of wealthy parents and children who are attending the school on scholarships. It welcomes and seeks heterogeneity in its pupil body.

Since those in charge believe that boys and girls learn by doing as well as by study of the basic subjects, manual training, music, art and dramatics are emphasized. The building that is planned for the future will make ample provision for all of these activities. The shops, gymnasium and noisy areas of the school will be located on the Clark Street end of the lot, the classrooms and quiet rooms for the little children toward Lincoln Park West.

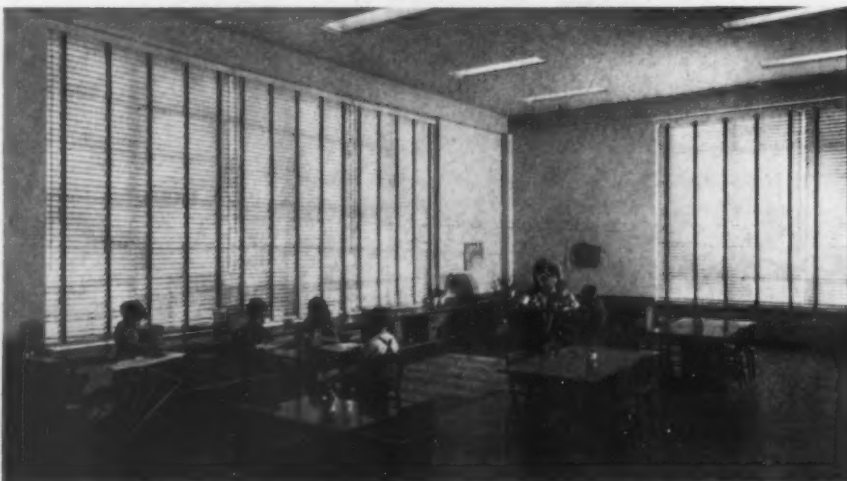
Since the school strives to serve the city, it has given over one of the rooms in its new building to a nursery school for children of mothers who are working in war industries. This is maintained in cooperation with the Chicago board of education.

On entering the front hall of the old school building, you come upon

a great open fireplace. On cold mornings there is always a roaring fire here to greet the children and faculty who stand around it taking off their wraps, warming cold hands and ears and jostling one another



Future faculty room now used as rest room for small children.



First grade classroom now given over to kindergarten purposes.

Photos by Hedrich-Blessing

about. The same friendly feature of construction is to be incorporated in the new building.

Construction Details

CONSTRUCTION FEATURES

- Fireproof reinforced concrete
- Face brick exterior facing
- Steel sash glazed with plate glass
- Cast iron exterior window sills
- Built up tar and gravel roofing
- Concrete stairs with safety tread
- Metal railings

INTERIOR FINISHES

- Plaster walls
- Wainscot and trim, stained white birch
- Doors flush type, stained white birch
- Asphalt tile finished floors throughout
- Asphalt tile base
- Acoustical ceilings in classrooms
- Recessed fluorescent lighting fixtures in classrooms
- Flush metal toilet stalls and shower stalls
- Linoleum-covered wood counters in classrooms
- Venetian blinds

HEATING

- Steam
- Direct and convector type radiators
- Designed for use of unit ventilators

NO CEILING *on* Leadership

within the framework
of state school laws

CALVIN GRIEDER

Associate Professor of School Administration
University of Colorado

THE requirements of leadership in local educational administration cannot be met by mere observance of the laws governing public instruction in the several states.

School laws generally delineate the scope of school district authority in terms of requirements and in terms of permissive provisions. Beyond the sphere of the obligatory and the permissive there is a vast province to challenge the most competent and astute administrator. The interpretation of implied powers exercised by local school authorities, in general, has been broad. Hamilton and Mort state that "in practically all instances the courts have upheld the school district" in their interpretation of implied powers.¹

Discretion Permitted

Edwards holds that while school districts are "creatures of the state, subject entirely to its will . . . once authority [as conferred by statute] is recognized as existing, discretion in the exercise of that authority will

not be controlled unless such discretion is abused."²

Outside the specific and permissive provisions of the code, then, there is almost unlimited opportunity for the exercise of vision and leadership by school administrators. There is scarcely a major area in educational administration where this condition does not obtain.

Law Has Few Upper Limits

Minimum specifications may be found, for example, in curriculum, in the organization of districts, in qualifications for teaching. Beyond such minimums, there is no upper limit in the law, with few exceptions. In many ways much greater advancement can be made by enlightened administration than is contemplated in the law, yet not prohibited.

Educational administrators sometimes appear to believe that their hands are bound, that they must wait for legal permission to push ahead in various directions. At times they resort to "passing the buck" to the

state legislature or to the state department of education. Real, aggressive, alert leaders do not need the crutch of the law to support their programs. Much can be done through imaginative leadership in every state without changing so much as a word of the code or awaiting the sanction of legislative enactment.

In fact, as many court decisions testify and recent studies show, new practices are typically inaugurated by one district or a few districts operating in the "fringe" areas of statutory provisions while not violating any of the law's dictates. In other words, pioneering districts exercise *discretion* which, broadly speaking, is upheld if it does not overstep the bounds of district authority. As more districts follow suit, a new practice becomes fairly well established, may be tested in the courts and often leads to permissive or mandatory provisions of general applicability to all districts.

A few illustrations of the foregoing points are submitted here.

Teacher Tenure Laws

1. The field of teacher tenure or continuity of service is one in which much agitation has taken place of late. Statewide tenure legislation has not invariably been an adequate or wise solution to the problem of improving job security for teachers and other school personnel.

In Colorado, the tenure law applies to only four of the state's 2000 districts. Some communities to which the law does not apply can point to good experience; others, similarly unaffected by the tenure law, have inferior records. Granting that a number of factors may be related to the tenure problem in any community, much credit for superior conditions must be given to administrators who work for constructive local tenure policies and who guide their boards in formulating policies making continuous tenure possible.

Several Colorado districts have adopted board policies whereby continuing service status can be attained by competent teachers. Nothing in the school laws prohibits this and no district is bound by ironclad commitments of any kind. Wise school directors as well as superior professional leaders have been helpful in achieving this condition.

2. In school finance, the legal pe-

¹Hamilton, R. R., and Mort, P. R.: *The Law and Public Education*. Chicago: The Foundation Press, Inc., 1941. P. 86.

²Edwards, N.: *The Courts and the Public Schools*. Chicago: University of Chicago Press, 1933. Pp. 115, 116.

riod for the life of bond issues, in most states, is from twenty to twenty-five years. Experts in public finance regard this as too long. There is nothing in the law which prohibits shorter terms of issue.

There is nothing in the law in any state which forbids the issuance of callable bonds, where bonded indebtedness may be incurred at all. Much grief through the payment of high interest could have been avoided in thousands of school districts during the past decade if bonds had been made callable. This is largely a matter of wide-awake leadership.

The accumulation of building funds in anticipation of construction needs has been outlawed in some states because such funds were misappropriated or otherwise mismanaged. It is conceded that setting aside reserve funds for construction is the most economical method of financing new construction from the point of view of the district's interests. Poor leadership has resulted, in this case, in the prohibition of a

practice that is sane and economical.

3. With respect to salaries, the states provide minimum scales but there is no prohibition placed upon the payment of higher salaries. Here, as in other ways, minimum requirements are regarded as maximum.

4. In curriculum, the law provides that certain subjects must be included in the school program, such as reading, writing, arithmetic, American history and physical education. There is a wide open field for deviation here for methods of instruction are not regulated nor is a full program provided. Any school can organize its curriculum, within wide limits, as it sees fit. The fact is that specific provisions regarding curriculum content and methods of instruction are frowned upon by educational leaders. Thus there is not only the opportunity for leadership in this field but also an active demand for it.

5. In the reorganization of school districts, the states set up machinery to be followed. The slow progress made in enlarging school administra-

tive units bears witness to the lack of leadership in this activity. Within the framework of the law, great latitude exists in establishing new administrative units out of old ones.

6. In business administration, plans for centralized purchasing and group insurance, for example, may be adopted. There is nothing to prevent all the rural schools in a given county from informally banding themselves into a cooperative purchasing group under the leadership of the county superintendent or some other qualified person.

And so it is with many other fields of action: school plant construction and site development, provision of guidance service, pupil activity programs, horizontal reorganization of schools, retirement systems, supervision and others which the reader can readily bring to mind.

Certain Basic Laws Essential

All this is not to be interpreted as denying the importance of working for modifications in the 48 state school codes especially when more positive protection is needed than can be found in the exercise of a leadership which must necessarily be more or less diffuse. It is important that certain functions be eventually discharged on statewide bases rather than through the agency of local school districts. Among such functions are teacher retirement, financial support of schools, teacher certification and district reorganization.

The point is that even the most enlightened state school code can never be regarded in a *ne plus ultra* light. Foundation programs and minimum requirements are essential but no state code, compounded with however much wisdom, can hope to achieve such a high level of completeness and excellence that no more "room at the top" will be left.

It is important to recognize also that in the law is found—or should be found—a crystallization of public sentiment on social questions. Sometimes conditions make the strict interpretation or enforcement of the law a matter of difficulty or even impossibility. Yet it may be preferable to have a "good" law on the books even though it is not enforced for a time. Its ultimate realization may serve as a beacon to stimulate and give direction to educational leadership.

We Must Learn Our Neighbors' Language

STANLEY F. FINK

Principal, Tyson-Schoener School, Reading, Pa.

THE war has changed our attitude toward Central and South America and the good neighbor policy is producing a solidarity among American nations which did not exist before the war.

We of the United States no longer regard ourselves as the only Americans in the Western Hemisphere. Americans live also in Mexico, Guatemala, Panama, Chile and the other countries to the south of us.

Following our declaration of war on the Axis powers, it did not take long for these other countries, with the exception of Argentina, to fall into line. A few of the smaller ones almost beat us to it, in fact, so eager were they to get a "crack" at the Axis nations.

There is much to be gained after the war if we continue our neighborly policy toward the Latin-Amer-

ican nations. There is much that we shall need from them and that they will need from us.

The coming generation in particular will have much to do with the Latin-American countries. We should prepare them for this in advance. And what better way than to have them study the South American languages? I myself should like to see children in the elementary schools begin the study of Spanish as early as in the fourth grade.

I should like to see the exchange of teachers between North and South America encouraged, so that children of each might learn the languages of the other firsthand. This would do much to build up a mutual understanding.

The sooner we start teaching our children about the Latin-American countries the better.

May School Boards Employ SPECIAL COUNSEL?

HARRY N. ROSENFELD

Principal Attorney, Federal Security Agency

A CONSTANTLY recurrent issue in law cases affecting school boards is the question of whether, in the absence of express statutory authorization, a school board has the power to employ an attorney. According to the general rule, in the absence of statutory restrictions, school boards have the authority to employ attorneys.¹

County Attorney. However, a difficult question of interpretation arises as to when a statute either expressly or by fair implication denies that right to school boards. The issue arises most often where some law or municipal charter designates a general municipal law officer, such as the county or city attorney, as the legal adviser to all public agencies. Query, is he adviser to the school board? And if he is, does that relationship prevent the school board from dispensing with his services on occasion in favor of some private attorney?

The most recent case arose in Illinois in November 1943. A school district employed private attorneys to file suits for delinquent taxes and the county attorney objected to such private counsel. The sole question before the court was the exclusive right and authority of the county attorney to represent the school district. The statutes provide, in part, that it was the duty of the county attorney to prosecute proceedings for the recovery of debts and revenues owing to any school district. Basing its decision principally on a simultaneously

decided case involving an identical state of facts affecting a county, the Illinois court ruled that the county attorney had the exclusive right of representing the school district since it was his constitutional and statutory duty so to do and since that was part of what he was paid for.²

A much earlier and substantially identical ruling prevailed in Oklahoma where the court held that "where the law makes it the duty of an officer to attend to all the legal business of a municipality it is not lawful to employ another for the same purpose."³ A similar disinclination to permit special counsel has occurred in Pennsylvania.⁴

Private Counsel. However, there are other courts of equal prominence which, under substantially similar statutes, have ruled that notwithstanding such statutes the school boards still have the right to hire private special counsel. In Iowa, for example, the statute authorized the hiring of counsel but also provided that the county attorney was to give legal advice to the school board. Ruled the court:

"This provision simply defines one of the duties of a county attorney, but the law does not make it mandatory upon a school board or officer to employ the county attorney."⁵

In Ohio, despite language with a peremptory ring to it that prosecuting attorneys "shall have power" in proceedings involving school

boards, the court ruled the language to be permissive and not mandatory upon the school board with the result that the school board did have the authority to hire outside counsel.⁶ A similar ruling prevailed in Texas under a charter provision making it the duty of the city attorney to represent the board of education. The court there stated:

"We do not accept the view that these provisions are exclusive or that they negatively prohibit the board of education from employing special counsel. . . ."⁷

Texas permits the employment of special counsel even in cases where the county attorney also appears.⁸ Similar rulings prevail in Kentucky,⁹ and West Virginia.¹⁰

In some states, there is some alleviation of the more rigorous rule prohibiting the employment of special counsel. When the official counsel to whose services the school board is entitled by statute refuses or is unable to act, the school board has been permitted to make other arrangements including private contracts for legal services.¹¹ However, the Illinois court, in the case previously discussed, said that the school board would not have authority to hire special counsel even when the

¹Knepper v. French, 120 Ohio St. 613, 183 N.E. 869 (1932).

²Chrestman v. Tompkins, 5 S.W. (2) 257 (Tex. Civ. App., 1928); see also Bell v. Mansfield Ind. Sch. Dist., 129 S.W. (2) 629 (Tex. Com. of App., 1939); Donna Indep. Sch. Dist. v. Sanders, 57 S.W. (2) 857 (Tex. Civ. App., 1933).

³Harding v. Raymondville Indep. Sch. Dist., 51 S.W. (2) 826 (Tex. Civ. App., 1932).

⁴Money v. Beard, 136 Ky. 219, 124 S.W. 282 (1900).

⁵McClintic v. Cavender, 75 W. Va. 36, 83 S.E. 78 (1914).

⁶Characteristic of this view are Ward v. San Diego School District, 203 Cal. 712, 265 Pac. 821 (1928); Fleischman v. Graves, 235 N. Y. 84, 138 N.E. 745 (1923); State ex rel Dysart v. Gage, 107 Wash. 282, 181 Pac. 855 (1919).

⁷See, for example, Wagner v. School District No. 58 of Graham County, 138 Kan. 428, 26 Pac. (2) 588 (1933); Stewart v. Newton Indep. Sch. Dist., 134 S.W. (2) 429 (Tex. Civ. App. 1939), 153 S.W. (2) 270 (1941); Ferkin v. Board of Education, Hempstead, 278 N. Y. 263, 15 N.E. (2) 799 (1938); Blount v. Baker, 177 Ark. 1162, 9 S.W. (2) 802 (1928).

⁸People ex rel School District No. 88 v. Holland, 51 N.E. (2) 266 (Ill., Sept. 21, 1943; reh. den. Nov. 12, 1943).

⁹Board of Education of Oklahoma City v. Thurman, 121 Okla. 108, 247 Pac. 996 (1926).

¹⁰Stone v. School District of Carbondale, 306 Pa. 541, 160 Atl. 221 (1932).

¹¹Rural Indep. School District of Eagle v. Daly, 204 Iowa 689, 207 N.W. 124 (1926); see Beers v. Lasher, 209 Iowa 1158, 229 N.W. 821 (1930).

county attorney consented thereto.

In cases involving the availability of other legal services, the question resolves itself into one of statutory interpretation which often degenerates into hair-splitting distinctions. The question that ultimately must be decided in such instances is whether the statute making such other legal services available or placing a duty upon such other legal authorities to serve creates in such legal authorities an exclusive right to represent or merely authorizes the school board to commandeer those services or to ignore them as it sees fit in the administration of its duties.

Effect of Rules. The question involves more than mere legalism. This is clearly shown in an important case in New York involving the appointment of a distinguished British philosopher to a professorship of a municipal college. There a proceeding was brought by a taxpayer to cause the ouster of Prof. Bertrand Russell on the ground, basically, that the school board had unlawfully exceeded its authority in hiring him.¹²

As was customary, the corporation counsel (or city attorney) repre-

¹²For general discussion of case, see Dewey & Kallen, (ed); *The Bertrand Russell Case*. Viking Press, 1941.

Los Angeles Schools at War

VIERLING KERSEY

Superintendent of Schools, Los Angeles

THE Los Angeles city schools have regeared their program to meet the demands of war. During the last three years a series of publications has been issued for the direction of this program.

"United We Stand," published prior to Pearl Harbor, stressed morale, unity and an appreciation of our American heritage. Every A-12 pupil was required to take a five week unit of work on this.

"On the Target" was developed for the year following Pearl Harbor. It sounded the call to the colors for all schools, directing their attention to eight war-time objectives: (1) health and physical fitness, (2) military and vocational guidance and training, (3) basic skills, (4) consumer guidance and conservation, (5) morale and unity, (6) world affairs, (7) air-mindedness and (8) community service.

"Direct Hits," issued for the year 1943-44, is a curriculum directive, its theme being developed in accordance with the eight foregoing objectives. Of these, health and physical fitness implies total fitness—mental, moral, spiritual and physical.

Under the head of basic skills, precision, speed, accomplishment and discipline are included. Youths must be trained to *read* intelligently, *spell* correctly, *think* systematically and *live* effectively. Typing, swimming,

conversational Spanish, mathematics, reading, writing, speaking and manual skills are "musts."

Military and vocational training involves pre-induction and prevocational guidance and training, every school having a military and vocational counselor and panel.

Consumer guidance and conservation activities include planning ways to spend less and save more. Every school has a program of such activities which include the servicing and reconditioning of goods and articles. To build morale and unity, the schools stress "What America Means to Me" and "What I Can Do for America." In the field of world affairs, the doctrine of isolationism is shown to be obsolete. Citizens of today and tomorrow must know global geography, history and current developments.

Under the head of air-mindedness, new air-age concepts, new relations and horizons are used as a motivation for every subject in the curriculum, while community service offers work experience in producing, processing and preserving foods. Victory gardens, small animal projects, livestock raising, activities benefiting the armed forces are included.

Every school in Los Angeles today is a war service center, an information post, a safety post and a community center.

sented the school board. The school board lost in the lower court. A difference of opinion based on policy developed between the school board on the one side and the corporation counsel and the city authorities on the other side. The school board petitioned the court to substitute private counsel in its behalf, private counsel that would not charge for its services. This precise issue was of paramount importance to the school board because, while it was keenly desirous of appealing the adverse lower court decision, the corporation counsel declined so to do.

The court ruled that since the city charter provided that "the corporation counsel shall be attorney and counsel for the city and every agency thereof," his authority was exclusive and it made no difference that no expenses to the city were involved. The court admitted that a different ruling would be necessary where the official city attorney represented conflicting interests or was otherwise disqualified but did not see the applicability of these exceptions to the particular case.

Consequently, ruled the court, regardless of the desires of the school board entrusted by law with the administration of the law affecting municipal higher education and despite the obvious interest of the school board in substantiating its power of appointment, the decision of the corporation counsel with respect to the advisability of appealing was binding upon the school board.¹³

It will thus be seen that the question of policy involved in this legal issue is whether the school board, which is entrusted by law with the responsibility for administration of the school law, shall have the authority to seek legal clarification of its rights and duties or whether it must subordinate its own concept of its functions to a legal officer not responsible to it and not held responsible by the people for the operation of the school system.

It is submitted that ultimately it is impossible for any school board to function efficiently unless it has free access to the courts, through its own special counsel, if that course should prove necessary.

¹³Kay v. Board of Higher Education, New York City, 260 App. Div. 9, 20 N. Y. S. (2) 898 (1940), motion for leave to appeal den., 260 App. Div. 849, 23 N. Y. S. (2) 479 (1940), 31 N.E. (2) 517 (1941).

Why Do Capable Pupils Fail?

Certain curricular faults are shown to be a contributing cause in this study of pupils in a Michigan school

MARY-LOIS NELSON

Highland Park, Ill.

OUR American educational system has as one of its aims the development of individual capacity, and a common complaint among teachers, particularly on the secondary level, is that so few pupils work to capacity.

The fact that academic failure is no longer limited to those of low intellectual ability is of growing concern. Frequently, pupils of high intelligence fail to meet established academic standards. In addition, it is not uncommon for certain pupils with good records to drop out of school altogether. What social academic and individual factors are dominant in this dissatisfaction with secondary education?

This study was made in an attempt to discover the causes of failure of pupils who had the capacity to make a satisfactory academic adjustment but who did not reach expected levels of achievement.

A Typical Workingman's Town

As background material, the pupils whose adjustments were investigated were residents of a town located midway between two large industrial centers in Michigan. The description of it as "a typical American workingman's town" is justified by the fact that its percentage of foreign-born is small; all residents are of the white race and are working people. A population of approximately 7500 was indicated in the 1940 census.

The community is a fairly stable

From an unpublished master's thesis, Wayne University, August 1941.

one. The majority of its people are home owners and, at the time of the survey, the percentage of unemployed was small. Homes are small, approximately half containing only five rooms. In three fourths of the families, however, there were from four to eight members. Most of these households had modern facilities for transportation and communication.

Status of Parents' Education

One fourth of the parents in this community had not gone beyond the eighth grade in school. Only 13 per cent of the fathers and 10 per cent of the mothers had attended college. As might be expected, the number of recent high school graduates who had gone on to college was small.

The high school has approximately 550 pupils and 19 teachers. All administration is handled by the principal. A four year curriculum includes the ninth through the twelfth grades and offers three types of courses: commercial, general and academic.

Pupils selected for this study were in the tenth, eleventh and twelfth grades and were those who had an intelligence rating of C or better on the Detroit Advanced Intelligence Test and whose grades for the semester September-January 1941 either averaged lower than C or included two D's or one E. Grades for all high school subjects were considered.

Several sources of information were used—school records, teachers, homes and the pupils themselves. Each pupil was interviewed indi-

vidually and cases were analyzed and interpreted by the case study method.

In the particular situation, 64 pupils failed to meet the academic standards of the school. Of these 30 were girls and 34, boys. Ages of the girls ranged from 15 to 18 and of the boys, from 15 to 20. Of the entire group only seven boys were over age for their grade position.

Health, intelligence rating and reading ability are valuable indications of individual capacity. School records were the source here.

No health records were available for 20 of the 64 pupils. No major health defects were recorded for the remaining, although 33 pupils had remediable deficiencies. Approximately three fourths of the group had an intelligence rating of C; the range of numerical scores (93-104) indicated the presence of low average as well as average ability. Two thirds of the pupils were retarded in their reading abilities; as many as one half had a reading level of below the sixth grade. Remedial work was obviously needed.

Little Intellectual Stimulus

School records indicated much about the pupils' families. Four fifths of the parents were American-born. The English language was spoken in all homes. Consequently few pupils were confused by cultural conflicts. Parents' educational advantages had been few; 45 pupils stated that neither parent had attended high school. On the basis of this and home observations, it was con-

cluded that pupils received little intellectual stimulus from their homes.

This group of families belonged, in general, to the lower economic bracket; slightly more than one half of the workers were engaged in unskilled labor; other occupations were skilled labor, trade, farming and various types of managerial positions. All families had an income. Both parents were employed in only eight homes, thus eliminating the factor of lack of parental supervision from the general problem of adjustment, although it was pertinent in individual cases.

Family Groups Fairly Stable

Family size was not of particular significance. Approximately two thirds of the pupils came from families having from two to five children. Only nine of the 64 homes had been broken by death or divorce. Among the 55 unbroken homes evidences of major difficulties in family relationships were found in only nine cases. As death, divorce or major difficulties in family relationships affected only 18 persons, it was assumed that the remaining 46 were fairly secure in their family situations.

Other considerations were (a) the pupils' positions among respective siblings with regard to age, (b) the influence of new school situations upon adjustment, (c) pupil employment, (d) the development of leisure-time interests and (e) the pupils' choice of contemporary associates.

Significant is the fact that 40 pupils held extreme positions in their families with regard to age; they were either "only," "oldest" or "youngest" children. New high school adjustments had affected only six of the 64 pupils. In general, employment did not appear to be a determining factor, for although approximately one half of the pupils stated that they had part-time jobs after school hours or on Saturdays the remaining half did not.

Of these pupils, 44 stated that they enjoyed no particular leisure-time activities. Also pertinent were the pupils' choices of contemporary associates. Three fourths of the group made friends among others like themselves whose adjustments were, to a degree, unsatisfactory. In some cases these associations appeared to

be a matter of "like seeking like"; pupils of similar social, economic or academic position tended to move together. In other situations individuals had attempted to associate with a more successfully adjusted group only to be forced back by a general spirit of nonacceptance.

Academic considerations included (a) the type of curriculum in which pupils were enrolled, (b) an analysis of failures with regard to distribution per pupil per grade, (c) the distribution of pupils who left school during the school year ending in June 1940 with regard to grade location and (d) an analysis of the academic records of the senior pupils.

Approximately two thirds of the pupils were taking the general course. Of the 15 pupils registered for commercial work, 14 were girls. There is an obvious need for vocational work for boys. Only 11 pupils were enrolled in the academic curriculum and planned to attend college.

There was a total of 92 failures among this group of pupils. Of the failing marks, 59 appeared in courses having fairly objective standards of achievement, such as commercial courses and various types of mathematics. One half of the remaining failures were in subjects requiring much independent reading and were incurred primarily by pupils retarded in reading ability. Sixty of the pupils incurring failures failed in only one course per grade.

Failures Highest in Tenth Grade

Failures were highest in the tenth grade with a total of 42. Of the remaining failures, 26 were concentrated in the eleventh grade. Seventy-two per cent of all failures were concentrated in these two grades. Pertinent is the fact that in this situation the high school represents the first academic experience placing real pressure upon individual ability. As this pressure increases it tends to cause a break in the successful school experience of pupils of low average or average intellectual ability. Also significant is the fact that 29 of the 36 pupils who left school during the school year 1940-41 were tenth and eleventh graders.

The academic records of the 29 senior pupils whose adjustments were investigated were analyzed to determine whether or not these pupils had improved in their ability to adjust academically. The records of

only eight pupils indicated improvement; the remaining 21 showed no improved adjustments.

In conclusion, it was observed that pupils of C intelligence rating may be capable of a satisfactory or "passing" academic adjustment as long as the dominant factors in their experiences are of a positive nature. The presence of one or more factors of negative influence appears sufficient to cause a break in successful progress.

More Guidance Needed

Although all of these pupils had their individual problems, it is obvious that, for the most part, they did not suffer severe handicaps with regard to health, economic security or home and family relationships. Equally apparent is the fact that most of the pupils had little to motivate their activities, either in school or out. Little or no intellectual stimulus was received from families or friends. No individual interests had been developed. Most of these pupils were enrolled in the general course. Records of the senior pupils indicated that no effective efforts had been made to help them improve their adjustments.

Almost without exception, these boys and girls evidenced no purpose or aim in continuing their education, no thought or planning for the future. Inasmuch as personal difficulties were not dominant for the group as a whole, the school itself comes into question as a source of the trouble.

Can it be said that this school, organized on the traditional academic basis, was meeting the needs of this group of pupils? Curricular reorganization is obviously needed, a reorganization that would include (1) a strong guidance program; (2) vocational courses organized upon the basis of regional job opportunities and the aptitudes and interests of the pupils; (3) activity and interest groups that would reach each individual, and (4) facilities for necessary remedial work.

The pupils whose adjustments were analyzed in this study were capable of satisfactory or "passing" school progress. It seems reasonable to assume that, with increased guidance and the expanded opportunities of a curriculum suited to need, their capabilities might be greatly extended.

RESEARCH

on the High School Level

ANGUS M. WOODBURY

Professor of Zoology, University of Utah

DEPLETION of civilian manpower for enlargement of the military services demands more effective use of the remaining civilian manpower. Many civilian activities must of necessity be curtailed but certain minimum necessities have to be maintained and, in addition, it is imperative that civilians contribute increasingly to the war effort.

Civilian efficiency may be improved by spreading known methods and technics to larger numbers of people (the regular process of education) but *new* and *improved* methods and technics are the result of much study and investigation (research) which must be conducted before they are available for teachers to perpetuate.

Research a Sound Investment

Organized research in the United States has played a critical part in the rapid development of our civilization. It has proved to be a sound investment which has repaid society manyfold. Such organized research is included in the plans and programs of many government agencies, many commercial institutions, nearly all universities and even some junior colleges and high schools.

There is great need to expand research programs downward into all colleges and high schools wherever trained men and women are available to undertake investigations which could be designed to supplement the basic research of government agencies, universities and research institutions.

One of the great practical difficulties in the way of such expansion is the fact that not all research is productive of immediately usable practical results. Much of it is cumulative and it takes considerable time to find practical applications for it. It might be safely predicted, however, that if the trained people of a thousand colleges and high schools could be put to work for part time or even spare time on research problems, some-

The expansion of research programs downward into high schools would enrich and supplement the investigations of universities and others

where in the results would appear something of such practical value as to repay society well for the effort.

By-products of research such as is advocated here generally flow from people who are innately curious, interested or intrigued by unknowns in their own field of training. The problem of the administrator who would encourage research is to find such people and arrange conditions around them so that they will voluntarily undertake investigations of their own choosing.

It requires careful planning on the part of the administrator to cultivate these original investigations. He must be careful not to let the investigators become overloaded with nonresearch activities, such as committee assignments, community affairs or church work. Why assign a man to air-raid warden service if he could instead be devising better means of combating effects of air raids? Why insist on a botanist doing routine committee work if he could better spend his time investigating the growth of rubber-producing plants?

Research Must Go On

In the rush to arms, the value of research tends to be overlooked. Needs of the armed forces, factories and farms take precedence but this only increases the necessity for those who are left to focus their attention upon increase in efficiency. This is of such vital import as to warrant the attention of school boards, superintendents, principals and college presidents and even such civic bodies as city councils, chambers of commerce and service clubs.

In weighing the merits of such a plan, it should be remembered that it is possible to obtain much research as a by-product of other work with-

out formal organization and capital. It need not always be expensive. To obtain results by this plan requires an attitude and an outlook that envision the possibilities of investigation.

The primary objective of such research should be to discover new information. Never should an administrator allow the bugbear question to be asked: "What good is it?" and it should not be used as a criterion of the value of the research. The discovery of electricity was regarded for a long time merely as an academic curiosity. It is legitimate, however, to inquire whether any practical applications can be derived.

Many Fields Awaiting Study

There are limitless problems for research. One investigation often opens up others. The discovery of hormones in plants opened the way for numerous experiments to see how roots, stems, buds, leaves and flowers of different plants responded to a great variety of growth promoting chemicals.* The interested investigator can find numerous problems inviting investigations in basic science in almost every field—biology, physics, chemistry, geology and others—or numerous principles of basic science already discovered, awaiting research to put them into practice.

In conclusion, it should be emphasized that trained teachers capable of research in the great reservoir of colleges and high schools are often saddled with teaching loads, committee work, salvage campaigns, rationing work and other routine activities that nonresearch teachers could do. Administrators might ponder the old saw, "The longest way round is the shortest way home."

*Science 96:286 and 528.



Conducted by
MARY deGARMO BRYAN

Suggestions on SOYBEANS

BLANCHE TANSIL

Associate Professor of Home Economics
The Woman's College, University of North Carolina
Greensboro, N. C.

MOST dietitians know of the superior nutritive qualities of the soybean, a food rich in nutrients, cheap and versatile. It contains 40 per cent protein, 20 per cent fat and several essential minerals and vitamins in appreciable amounts. The protein is utilized in the diet as well as or better than any other legume protein, particularly in certain combinations.

Soybeans are one of the cheapest foods that can be bought. A penny's worth will furnish around one half of an adult's daily needs of protein and iron, one fourth of his calcium and most of his B vitamins. For a few more pennies he can add a leafy green vegetable and some bread and milk to his diet and he will be sure of fulfilling his requirements for protein, minerals and vitamins.

Where can soybeans be bought and what do they cost? It is the business of the dietitian not only to buy what she can find but also to find what she should buy. This is the philosophy on which a dietitian should operate. She should seek her local distribution channel for farm products or enlist her county agent in finding the farm crops that can be used for food.

Many Varieties Available

What variety should she buy? This question is important. All soybeans are edible, although some varieties cook more quickly, have a milder and more delicious flavor and a better color than others. In the South, the Wood's Yellow variety is the most popular field variety as well as table food.

Of the several thousand varieties, some are spoken of as "edible" soybeans in the literature. This has caused much confusion. In an effort to designate a desirable garden bean that matures quickly and gives a good yield as well as a fine flavor, the word "edible" has been used. While research goes forward in developing the perfect variety, the most common field varieties can continue to be used with success. Varieties that give good cooking results are: Easycock, Rokusum, Tokio, Hahto, Bansei, Jogun and Wood's Yellow.

How to Cook Soybeans

The best way to become acquainted with soybeans is to use them. How does one cook soybeans?

First of all, give the beans a good soaking over night, using $2\frac{1}{2}$ quarts of water for every pound of beans. Cook them in the water in which they have soaked or in fresh water, adding 2 teaspoons of salt per pound of beans. Cook them until tender, from one to three hours. The time will depend upon the variety of soybeans and it may be shortened by using a pressure cooker. One pound of dry beans will yield $6\frac{1}{2}$ cups when cooked.

It is well to remember that tenderness as applied to soybeans does not indicate the same mealy texture that it does in other beans. There is always some firmness in the texture of soybeans. When cooked, the beans may be served as they are but most people prefer their food more highly flavored. Here is where recipes will help the dietitian.

One of the best ways to use a new

food in the diet is to incorporate it in a food that is already well liked. This may sound like deception, but it works! Take your favorite meat loaf or meat ball recipe and substitute ground cooked soybeans for one fourth to one half of the meat. Or substitute them for half of the peas and beans you have been using for baked beans, chili beans or bean soup. Or mash the cooked beans, add a highly seasoned salad dressing or chopped vegetable, such as carrot, onion and green pepper, and use the spread for sandwiches. No one will detect that this mixture is made of soybeans.

The same mixture can have eggs and bread crumbs added to it and be baked as a loaf or fried as croquettes. Cooked soybeans can be mashed and prepared like a pumpkin or sweet potato pie or a custard. Soybean meal may be mixed in proportions of from 7 to 20 per cent with wheat flour and cornmeal for baking.

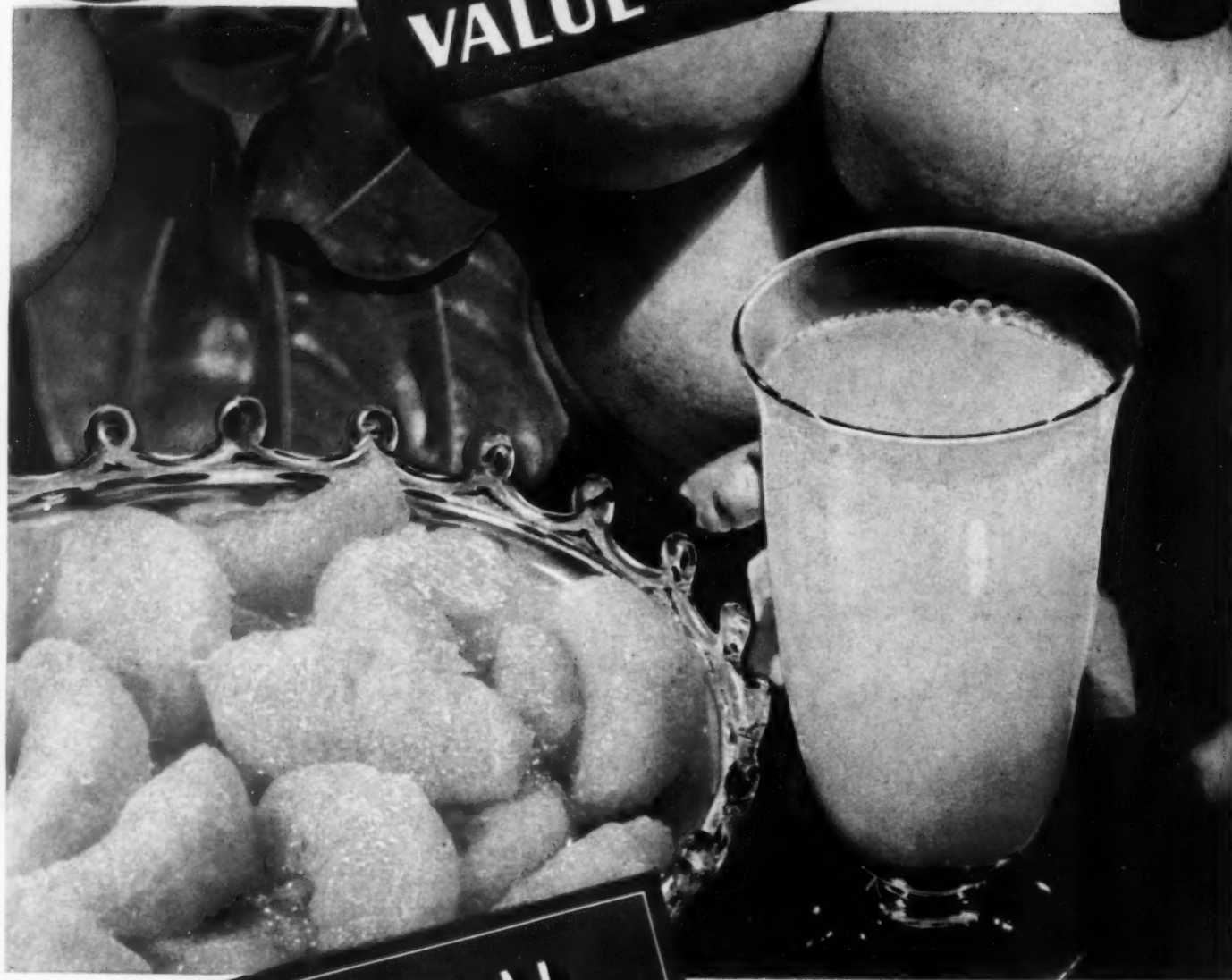
Soybeans in the Green Stage

Soybeans in the green stage are delicious and are available from late summer until frost. They are easily prepared, if cooked for at least five minutes while they are in the shell. They will need little further cooking and only simple seasoning for, like young green peas and lima beans, the flavor cannot be improved upon. However, they, too, can be combined with other vegetables, such as corn or tomatoes, or made into a salad.

It will pay the dietitian to use her imagination and her skill in preparing soybeans in acceptable dishes

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GOOD FOOD FOR PLEASED GUESTS

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"Can any of the wounded pull a rope?"

It was during the battle of Lake Erie—in 1812.

The crew of the *Lawrence* was being shot to pieces under overwhelming odds. Surgeons were manning the cannons. Needing more hands if the fight was to be continued, Perry called below, "**Can any of the wounded pull a rope?**" and a swarm of seamen staggered back on deck to fight again.

Within a few hours Perry was to write from his sinking flagship—"**We have met the enemy and they are ours.**"

We at Hobart believe that this spirit is *still* alive. Times have changed as America has grown, but there is abroad in the land today a thousand signs of this same courageous response to America's peril.

Whether it is the son who goes to war or the mother who waits at home in quiet fear—whether it is the fighter at the front or the worker who makes his weapons in the night—whether it is the nurse fighting back death at a distant base or the merchant whose wartime job it is to feed the nation—whether it be man,

woman or child, there are millions of Americans who can still "pull a rope" for Victory.

★ ★ ★

Hobart has a twofold wartime job. As you would expect, Hobart food machines of all kinds are serving in training camps, at the front, and with the fleet. They are helping to feed the largest military force in America's history. A larger portion of our available men and equipment are at work on precision-made fire control mechanisms for gun crews on land and in the air. Everything we make and own is in the fight—but when we all return from war you will find, we believe, that Hobart products were well worth waiting for.

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since these beans should take a permanent place in the American dietary. Some simple recipes follow, Wood's Yellow being the variety used:

Cooked Dried Soybeans

(Yield: $6\frac{1}{2}$ cups cooked or $2\frac{1}{4}$ lb.)
Soybeans, dry 1 lb.
Water $2\frac{1}{2}$ qt.
Salt 2 tsp.

Pick over and wash soybeans. Add water and let soak over night. Simmer for an hour to an hour and a half in the water in which they were soaked or in fresh water, adding salt the last half hour of cooking. Serve plain or seasoned, as desired.

NOTE: May be cooked in a pressure cooker.

Soybean Vegetable Soup

(Yield: 24 servings
Size of serving: 6 ounces)

Soybeans, cooked $2\frac{1}{4}$ qt.
Flour $\frac{3}{4}$ cup
Onion, chopped $\frac{3}{4}$ cup
Parsley, chopped 1 cup
Celery, chopped $1\frac{1}{2}$ cup
Tomatoes, chopped $1\frac{1}{2}$ qt.
Salt 3 tbs.
Black pepper $\frac{1}{2}$ tsp.
Water $2\frac{1}{4}$ qt.

Chop the soybeans very fine or push through a sieve. Mix in the flour well. Add the remaining ingredients; cover and simmer for thirty minutes.

Soybean Chili

(Yield: 24 servings
Size of serving: $\frac{3}{4}$ cup)

Salt pork or bacon diced $\frac{1}{4}$ lb.
Onion, chopped $\frac{1}{4}$ cup
Ground beef 2 to 3 lb.
Flour $\frac{1}{2}$ cup
Tomatoes, canned or fresh 2 qt.
Soybeans, cooked 2 qt.
Salt 2 to 3 tbs.
Chili powder 2 to 3 tbs.

Fry bacon until light brown. Add onion and beef and cook until red color is gone. Stir in flour. Add remaining ingredients and cook slowly for thirty minutes.

Baked Soybeans

(Yield: 24 servings
Size of serving: $\frac{3}{4}$ cup)

Soybeans, cooked $4\frac{1}{2}$ qt.
Molasses $1\frac{1}{2}$ cups
Mustard, dry $1\frac{1}{2}$ tsp.
Black pepper $\frac{1}{2}$ tsp.
Flour $\frac{1}{2}$ cup
Water, hot $1\frac{1}{2}$ qt.
Onions, chopped $\frac{1}{2}$ lb. or less
Salt pork, diced $\frac{3}{4}$ lb.

Mix all ingredients together, except the salt pork, and pour into a baking dish. Place salt pork on top, cover tightly and cook in a moderate oven, 350° F., for two hours.

Soybean Meat Balls

(Yield: 24 balls
Size of serving: 4 to 5 oz.)

Soybeans, cooked 2 qt.
Ground beef 3 lb.
Eggs, beaten 4
Bread crumbs 2 cups
Milk or tomato juice 2 cups
Salt $2\frac{1}{2}$ tbs.
Pepper 1 tsp.
Parsley, chopped $\frac{1}{2}$ cup
Onion juice, if desired

Chop soybeans fine. Mix with the remaining ingredients. Use a No. 12 disher and place balls in a greased baking pan. Flatten to $\frac{3}{4}$ inch thickness. Pour tomato gravy over them and bake for thirty or forty minutes in a moderate oven, 325° F.

Tomato Gravy

(Yield: $2\frac{1}{2}$ qt.)

Beef or bacon fat 1 cup
Flour 1 cup

Salt 2 to 4 tsp.
Tomato catsup $1\frac{1}{2}$ cups
Water 2 qt.

Melt fat, add flour and cook until light brown. While stirring, add remaining ingredients and stir until it thickens. Serve as a gravy over meat balls.

Soybean Salad

(Yield: 24 servings
Size of serving: $\frac{1}{2}$ cup)

Soybeans, cooked 2 qt.
Celery, chopped 2 cups
Carrots, chopped 2 cups
Onion juice 1 tbs.
Salad dressing 2 cups
Salt 2 tsp.

Toss all ingredients together lightly. Chill and serve on chopped cabbage or lettuce. May be garnished with grated cheese and a ring of green pepper.

FOOD FOR THOUGHT

Cleveland Meets Emergency

"It's tough going but we have met every emergency to date."

This report comes from Mary Hemmersbaugh, supervisor of the division of lunchrooms of the board of education in Cleveland, Ohio. "In the fall of 1942," she states, "we started with a stricter ideal of nutrition than heretofore. We raised our tray specials from 15 to 20 cents, and we are giving better values, that is, we have increased our food cost percentage on these. We are continuing to serve three vegetables for 10 cents, a plate which is proving more popular than ever. A few of the foods are being sold at lower cost than heretofore, many are the same price to date and some have had to be raised.

"Thus far we haven't had to substitute to any extent. We have had enough eggs and other foods that are important from a nutritional standpoint. For the meat shortage we have tested out many recipes using the glandular meat organs and we find to our surprise that the children like kidney stew, liver loaf, braised liver and heart meat with vegetables. We are also using more meat substitutes on our 'Victory Specials,' such as eggs, dried beans and fish.

"If we can't get enough butter or fortified oleomargarine or drinking milk, there really is nothing we can substitute. In popularity we can't substitute anything for ice cream, but we can and do offer whole milk puddings.

"It takes a little more ingenuity than formerly to provide nutritious and attractive lunches, but there is no ceiling on ingenuity."

Facts About Cheese

American cheese makers are fast learning the art of producing Swiss, Roquefort, Limburger and other foreign types of cheese. In consequence, the loss of imports has not seriously hurt this market. American cheddar cheese constitutes the commonest variety now being made in this country. To the cheese trade a "Cheddar" means a round loaf of American cheese weighing 70 to 80 pounds. A "Daisy" weighs from 20 to 25 pounds. "Young Americas," "Long Horns" and "Flats" are smaller sizes and shapes of American cheddar.

According to agents of the Agricultural Marketing Administration, cheese that is aged must have a fairly sharp and pleasing flavor, otherwise it will be mild and flat. The body must be fairly firm and the texture close or medium close. The cheese may be uncolored or medium colored but must be fairly uniform in color all the way through. The shape of the cheddar must be flat and even, not lopsided or bulging. Its surface conditions should be fairly uniform, dry, properly bandaged, properly paraffined and fairly free from mold, if aged. Good cheddar is about 35 per cent fat and 25 per cent protein.



CAMERA Aids in building strong bodies

JOSEPH SALZMAN

Gymnasium Instructor, Cleveland Junior High School, Elizabeth, N. J.
Director of Physical Education, Y.M.H.A., Elizabeth

A PHOTOGRAPHER by avocation, I have had ample opportunity to observe how everybody, adults as well as children, loves to look at pictures. Long experience as an instructor in physical education has taught me the value of photography in bringing home to my pupils most vividly those points which I have wished to impress upon them. I have found that the eye is more receptive than the ear.

Foreign Pictures Have Interest

Scenes and experiences portrayed in pictures taken in different parts of the world have proved time and again to be interesting and most instructive in classroom and lecture work. In the Swedish Building at the Paris Exhibition in 1937, the entire work of the Swedish school of gymnastics was introduced to the public through pictures. It was a demonstration of the importance of pictures in interesting the public in physical education.

I myself spent some time thereafter in the Peter Ling School of Swedish Gymnastics where numerous pictures were taken and in Ollerup, Denmark, studying Neils Bukh's Danish rhythmic. This system of gymnastics, which has been installed in the schools of China and elsewhere, stresses the free rhythmic type of exercises in contrast to the more rigid system of the Ling School. Photographs of the Danish method showing how pupils learn to move their hands and feet in coordination have proved sensational.

One of the most interesting and symbolic series of photographs taken in 1939 shows 1500 Nazi youths who

attended the congress at the Lingiad at Stockholm, Sweden, in that year. The congress, which marked the hundredth anniversary of Ling's death, was attended by 7000 boys and girls from 37 different countries. For one week there were gymnastic displays representing these countries in the Olympic Stadium.

Photographs taken at this time show how these 1500 Nazi boys and girls marched each day four or five miles through the town to and from the ship on which they lived. They marched in perfect unison, 2 feet apart, and not one child ever fell out of step. The object was to impress the smaller nations with the Nazi principle of *Kraft durch Freude*. The boys and men tossed around ties, 6 by 6, 20 feet long and weighing 200 pounds, as if they were tossing matchsticks while the other national groups watched open-mouthed. They harped on the idea of mass strength. They used this congress for purposes of intimidation, espionage and militancy, as was clear to everyone who watched these tie-tossing monsters.

U. S. and Foreign Systems Differ

The outstanding distinction between our American system of physical education and the European system is that we believe primarily in the system of free play, whereas in Europe the emphasis is on formal gymnastics. This distinction is most graphically brought out in photographs taken here and abroad.

In Europe where they have compulsory military training, all countries are conscious of body-building in relation to health and strength and it is my own opinion we ought to try to catch up with them in this.

Formal gymnastics should be included in our own school curriculums. Rhythmics can be made extremely popular with all age groups and it is adequate and flexible enough to meet the requirements of every type of person.

Good Points of Danish System

I often start off by showing my classes films and photographs taken in Denmark, depicting workers who take off three months during the year to go to the folk high schools to learn folk dancing and gymnastics. They are shown returning to their own communities to set up classes in barns, with only a horse and a mat for equipment. Demonstration groups are shown which travel to every corner of the country teaching health through rhythmic gymnastics to farm hands and workers. This appears to be an ideal system for reaching the whole population of the country by means of physical education.

To interest pupils in formal gymnastics, particularly of the Danish school, pictures are shown illustrating the various types of gymnastics done in different countries. Slides illustrate the various types of European figures, the tall Swedes, the squat Danes, the gracefully slender Estonian girls, while motion pictures demonstrate the body-building exercises adapted to the various types. Then pictures, including movies, stills and slides, are taken of the actual gymnastic work.

When photographs of these things are placed in the lobbies of schools, they stop traffic. It is difficult to get the children to attend classes.

These pictures are as interesting to educators as to pupils and open



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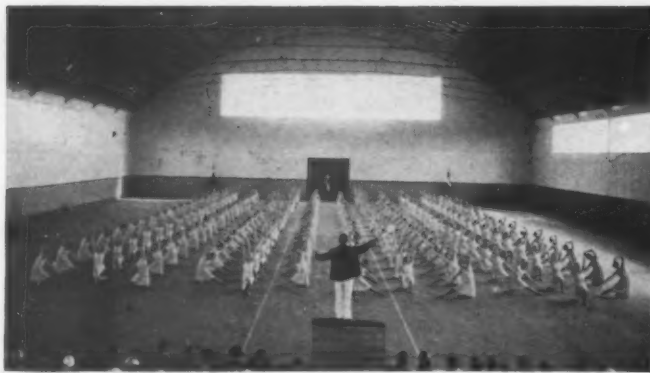
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To the left is seen a class in rhythmic as taught at the Neils Bukh School, Ollerup, Denmark; to the right, a demonstration group from the same school.

up new vistas of accomplishment in physical education. It is impressive to see the sun-bathing solariums used by the Danes in their public schools, the beautiful outdoor pools, the methods used in the gymnasiums of Europe where children are taught to dry their gym clothes and put them away properly for use another day. In Sweden corrective exercises are called medical gymnastics and any child with a physical defect or spinal curvature is compelled to go to a medical gymnastic school. Here the visual aid supplied by stills and motion pictures is an indispensable part of the work.

Similarly, photographs instruct and encourage pupils in track, basketball, baseball and football. In track, for instance, films are used to show the proper starting position; in swimming, football and baseball, pictures are invaluable in teaching "form." The camera often exposes the weaknesses of some of our greatest stars in actual games and such action shots are extremely valuable in pointing out such weaknesses. I frequently take pictures of

pupils themselves so as to show them improper "form," incorrect shifting of weight and so on.

With each passing semester I find the camera to be of greater aid in teaching technic, stimulating interest in physical education and correcting form. In Elizabeth, N. J., the use of the camera has been extended far beyond the gymnastic field. Pictures are taken of many different projects and crafts, such as home nursing and first aid. Several large cities have sent representatives to Elizabeth to see the work which has been done on the basis of some of the pictures taken.

One set of slides I use in my teaching shows the development of body-building from the earliest Greek days. It includes a series depicting gymnastics of the gaslight era that are a source of delight to present day audiences who remember when gym work was done right in the classroom, with pupils standing in the aisles, loosening their collars and using their desks for balance.

One extremely popular film is of the Hungarian gymnasts, whose

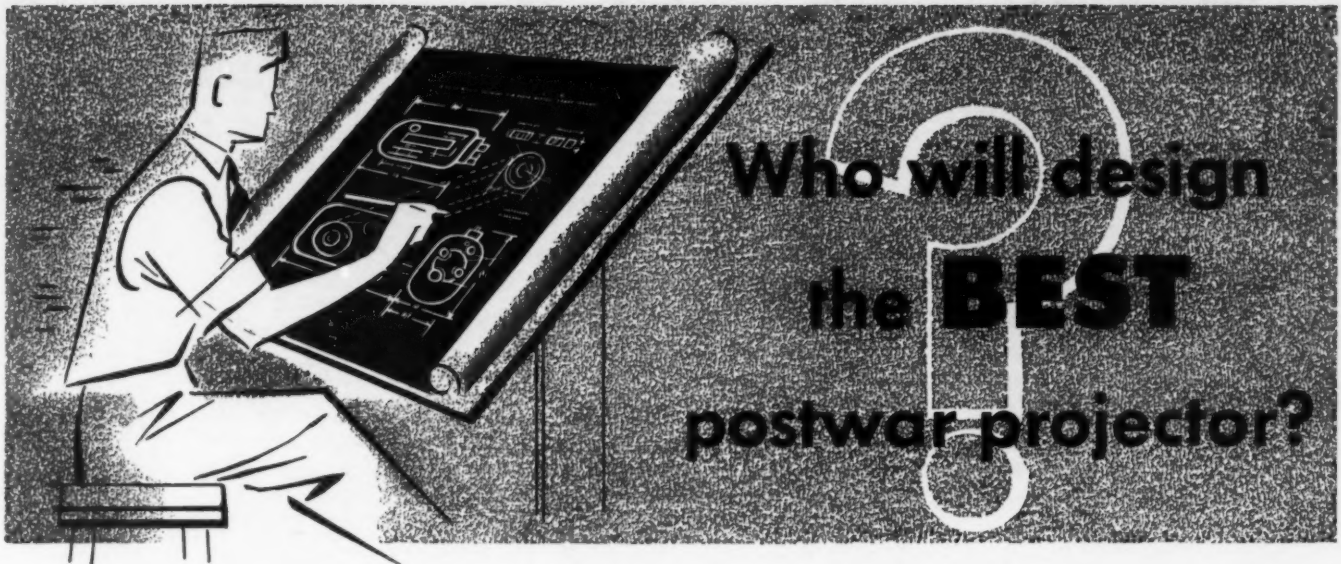
work is full of zest as they play horse and chariot and do a lot of acrobatic playing which seems easy but is really an exhibition of difficult and beautiful balance. Another popular film shows the Danes walking downstairs on their hands just as easily as we do on our feet. This is the result of teaching children to walk on their hands when they are 7. Here we wait until they are at least 11. The same is true of the teaching of handsprings. The European method is better and the film demonstrates it.

Films can demonstrate practically any subject in the school curriculum. Their use is one of the easiest methods of holding pupil interest, possibly because children today get most of their concepts from the movies. Constructive use should, therefore, be made of this interest.

Visual aids in education have grown in importance until now they are an integral part of teaching methods. The possibilities are infinite and I predict that the teacher of tomorrow will be armed with a camera as well as a piece of chalk!



Pictures are invaluable in teaching correct "form" in various branches of athletics. They are a great stimulus to the teaching of physical education.



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These improvements *will be* part of the BEST postwar projector . . . the one *you* are designing now.

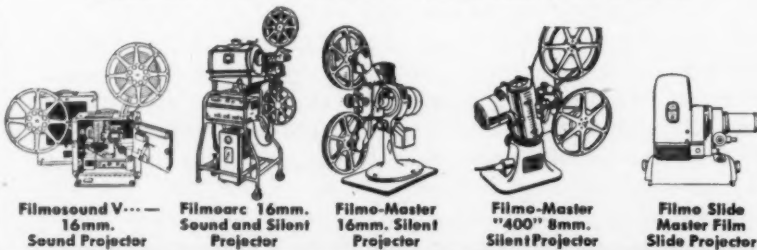
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When It's Window Washing Time

BECAUSE of depleted custodial staffs whose members must be assigned to more important tasks, washing school windows is likely to be postponed until they not only become an eyesore but actually produce eyestrain in children because of decreased light.

The question is whether it is better to cover a larger area more frequently and in an acceptable manner or do a more thorough job less often. Common sense dictates the former. Polishing must be reserved for days when labor is less of a problem. Window washing three or four times a year is generally conceded to be sufficient with what help nature provides in rain and showers. Inside glass becomes dirtier more quickly than outside and, in consequence, demands more frequent attention, even as often as once a month.

Equipment Generally Used

Clear water, possibly with ammonia or some mild cleanser added, a sponge, rubber squeegee and cloth or chamois are the items of equipment generally favored. Some custodians advocate the use of a liquid cleaner applied with a small hand-spray, the liquid being later removed with a cloth, because this process requires a minimum of time, labor and material.

It is apparent that washing windows on the outside and on the inside constitutes two separate jobs. Of the two, the former is the simpler process because much of the dirt is coarse in composition and is softened by rains. Recommended practice calls for washing the outside first. This is accomplished by hosing the

surface. When time permits, this should be followed by further cleaning with a chamois or squeegee.

In Port Edwards, Wis., K. O. Rawson describes his method for cleaning outside glass. The equipment consists of a brush attached to a pipe with hose connection. For upper floor windows he uses a window scaffold. He never tackles such a job when the sun shines on the glass.

If time were not a factor, he would probably apply the same cleaner to the outside window surfaces as he does to the inside, that is, clean water with one tablespoonful of ammonia added to the gallon. This he applies with a sponge. He then dries the surface with a chamois and uses a soft cloth for polishing. Such a process would be too slow, however, to be done from a ladder.

Two Pails of Water Save Steps

From the handbook for public school custodian-engineers issued by the University of Texas in conjunction with the state department of vocational education, we learn that when cleaning great quantities of glass is undertaken steps will be saved by using two pails of warm water, one for rinsing the cleaning cloth and the other for rinsing the chamois. Emphasis is placed likewise upon the selection of a cleaning cloth or sponge of the right material and a chamois skin of proper quality.

"Back-and-forth or up-and-down motions are preferable to the circular motion from the standpoint of saving time," the handbook says. "Sometimes the windows may be raised or lowered to a convenient position, for example, so that the middle of the window is even with the custodian's shoulder."

Flushing obviously cannot be done on the inside. Moisture would enter between the glass and the sash and cause internal rot. Therefore, inside washing demands more care.

"With practice, cleaning with a sponge, a chamois and a polishing cloth will give the most satisfactory results," according to the custodians' manual of the public schools of Seattle, Wash.

"Only cold water should be used with a chamois. Once dipped into hot water, a chamois will become useless and rubbery. The colder the water the more gripping and absorbing will be the action of the chamois, resulting in more speed and less streaked work.

"With the sponge, apply cold water to the several panes of glass within reach. Then, with the chamois, rub off the water-soaked dirt from each pane with an up-and-down stroke the full length of the glass, ending by cleaning all the way around the edge of the glass against the window molding. By the time all the glass within reach has been cleaned with the chamois, the first pane will be quite dry so, starting with it, go over the glass again, polishing with a dry cloth.

Start With Transom

"Proceed to wash windows by starting with the transom and working down to the lower sash. Usually it is convenient to complete across the transom, then to complete the upper sash, then the lower sash. If a duster is hooked to the top of the stepladder the custodian can conveniently dust off the high window woodwork as he goes along. After a group of windows is completed the procedure is to trim the shades, then wash other glass in the classroom.

"If there is only dust or mud on the windows, it will not be necessary to use anything in the water. Some prefer a small amount of ammonia but this is not necessary."

A special warning about life belts is included. "No one is permitted to work outside without a life belt. Always inspect the equipment and

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Finnell Cream Kote (Paste Wax). A semi-solid. Produces a smooth, transparent, and beautifully lustrous finish. Its greater density requires fewer applications. For all flooring except rubber, mastic, asphalt. Applied hot (from *Finnell-Kote Dispenser*) or cold with lamb's wool spreader or brush on floor-maintenance machine. Sold in 4, 8, 35, and 105-lb. pails, and by the gallon.

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if any faulty parts are discovered either on the building or on the belt do not use the belt. Have the faulty parts repaired immediately. Both straps must be made fast to the building while working. One strap must be hooked while climbing in or out of the window."

The Central School in Canisteo, N. Y., is a large building and washing its windows represented a problem, according to building superintendent, Arthur Crain. For a time he used a chamois, ammonia and

water but found the process extremely slow. Then by good fortune he stumbled upon a flat tank cleaner which is made of aluminum. This is 3½ inches wide, 6½ inches long and 1 inch thick. Its handle is 5½ inches long. On one side of the tank is a squeegee 7½ inches long; on the other side is a felt 7½ inches long and ¾ inch thick. The cleaner complete weighs 7 ounces.

The flat tank is filled with warm water and half a teaspoonful of ammonia. The water wets the felt

which is rubbed on the window. Then the cleaner is turned over and the squeegee is applied to dry the surface. The advantage is that every window is washed with clean water. The tank holds only half a pint of water and will wash approximately 980 window panes, size 12 by 18, without refilling.

According to Mr. Crain the old method took three men twenty one days. With this cleaner three men can wash the same number of windows in eleven days.

H. H. Clemons, superintendent of Union School District No. 1, Lake Geneva, Wis., reports that his janitors wash the windows with a sponge using warm water with either a little ammonia or vinegar. Following this they apply a rubber squeegee. It is necessary, as he points out, to use a cloth to dry the squeegee each time it is pulled across the window.

"Sometimes," Mr. Clemons says, "a cloth is used to wipe along the edge of the glass following the use of the squeegee because there may be a trace of water which will leave a streak. Sometimes a chamois is used for this last operation but recently we have used cloths because chamois is so much more expensive."

These general principles should form the basis for arriving at efficient procedure in window washing. The important consideration is to maintain the good appearance of the building and assure as much light as possible at the smallest outlay of labor, time and cost.


BETTER PLANT PRACTICES

Antifreeze Precautions

Shortage of coal this year is causing John Devaney, head custodian, Mount Hebron Junior High School, Montclair, N. J., to take special precautions to protect the water pipes, drains and toilets.

"We have only one third of our normal supply of coal for this time of year," he states. "I have saved several canvas bags that contained the sawdust we use for sweeping purposes and this year I am wrapping them around the water pipes in the attic and fan rooms where we have to open windows for ventilating purposes. I wrap newspapers outside these bags. I use several balls of twine so that the wrapping can't fall off."

"I tapped the steam risers in the



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basement and installed a $\frac{1}{4}$ by 4 inch nipple and valve. I also tapped the leader pipes on the northwest side of the building and installed a $\frac{1}{4}$ by 4 inch nipple, so that when we have a snow storm I can connect both the leader pipe and steam riser with a piece of rubber hose and open the valve on the steam riser. This keeps the leaders free from snow and ice, allowing the water to drain instead of backing up under the slates and leaking on the inside of the walls.

"When the outside temperature is below 20° F., I put 4 ounces of kero-

sene oil in the traps and urinals over the week end. The fires are usually banked from Friday night to early Monday morning. Since our auditorium is rented several nights during the winter months for plays and other activities, our trucking doors on the stage have to be kept open a long time to take in scenery and other equipment. I put a little denatured alcohol in the return vacuum valves in the radiators inside these doors and at the entrance to the building so as to keep the water from condensing and freezing these valves."

AMAZING FACT No. 2 ABOUT M-D DUSTLESS BRUSH...



Above is a cross sectional view of metal reservoir, showing jets through which fluid is fed. The use of fluid eliminates sweeping compound, reduces germ laden dust, lengthens the time between scrubbing. It also keeps tufts pliable, reduces friction and greatly prolongs the life of the brush.

This "Dustless" brush is self-moistening. It has a metal reservoir which is easily filled with kerosene, or "Arbitrin", a specially prepared sweeping fluid. As the brush sweeps the fluid filters through the center row of tufts, making the best kind of sweeping compound out of dust on the floor. Independent tests by Health Authorities for a large number of schools have proved that this brush removes 97 per cent more dust from air than other sweeping methods.

The "Dustless" brush also makes for faster and easier sweeping and is constructed to outlast ordinary brushes three to one. Tufts are not just stapled but hand drawn into block with rust-resistant wire. They cannot come out or come loose. Pressed steel reinforcing back is clinched all around the block to prevent splitting. Handle is instantly reversible and adjustable to height of sweeper. There is a "Dustless" brush for every kind of floor. For complete information and prices, write direct to factory: Milwaukee Dustless Brush Co., 528 North 22nd Street, Milwaukee 3, Wisconsin.



Milwaukee Dustless
BRUSH COMPANY

How to Conserve Fuel

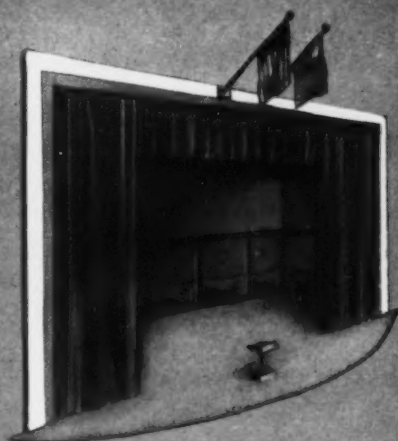
Fifteen rules by which fuel may be used economically in the school system are listed in the *Custodians' News Bulletin* of Purdue University:

1. Become familiar with the heating plant and ventilating systems.
2. Make the necessary adjustments and repairs to the heating and ventilating systems.
3. Avoid overheating.
4. Provide an even temperature in the buildings.
5. Provide a normal temperature in unused rooms (50° F. is normal).
6. Calk windows and adjust doors and other openings to provide minimum heat losses.
7. When practicable, install stokers, thermostatic controls and selective pressure controls on heating systems.
8. Repair any leaks in breeching or chimneys.
9. Inspect and repair defects in grates, bars, fire and draft doors or other boiler accessories.
10. Remove scale from boilers.
11. Remove soot from all fire surfaces.
12. Check ash pits for leaks or impediments.
13. Clean up trash or waste to eliminate fire hazards.
14. Eliminate any conditions detrimental to safety or economical use of equipment.
15. Keep records of fuel, ashes and repairs to aid in economical use of all heating and ventilating equipment.

Care of Terrazzo Floors

To provide terrazzo floors with a beautiful and lasting gloss close attention should be given to their care. They should be mopped every night with a neutral soap that develops rich suds. This should not contain alkali, acid or other caustic substances. Any of the purer, soft standard soaps are recommended; also, some of the harmless liquid soaps. If possible the suds should be permitted to remain eight, twelve or twenty-four hours.

Once or twice each week the floors should be scrubbed, preferably with a scrubbing machine. The same soaps should be used with a sprinkling of soap powder containing volcanic ash, pumice or other abrasive element. This should be sprinkled on the floor and not dumped into the scrub bucket for the reason that the abrasive grit will settle on the bottom of the bucket and, in consequence, will lose its value. Acquiring sheen on a new terrazzo floor that has been left to a hone finish will require from six to twelve weeks. Such a sheen will not cause the floor to become slippery and is permanent.



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VALENTINE

By gosh, here's February with its measles and its mumps, with its freezes, wheezes, sneezes bringing school attendance slumps. The sole redeeming feature, a pleasant anodyne, is the ancient day we dedicate to old Saint Valentine.

In many a schoolhouse in the land there comes a happy day when sentiment predominates and books are laid away, while a shoe box in the corner is fixed with red and blue to receive the messages of love and fond affection true.

So let us take our pen in hand to polish off an ode, to give a bit of credit which, too rarely, is bestowed. May Cupid guide our rhyming and fashion our design and gild with sentiment and love a heartfelt Valentine.

We love the superintendent for his fixed and squishy smile, for his innocent expression (somewhat fortified with guile). We love the jumpy principals whose work is never done, who think up strange curriculums on which the school is run. We love the supervisors, so patient, kind and wise, so quick to give out comfort and so slow to criticize. But these Great Folk need no kind word from us in lowly station. They get their Valentines (and such) from boards of education.

Therefore our deep affection and devotion go forthright to a Personage who dimly shines in their reflected light, to the Teacher in the Classroom with 40 girls and boys, who shares with 40 living souls in tragedies and joys. Supervisors plan and putter, superintendents hob-and-nob but, in the end, the Classroom Teacher really does the job.

A Valentine to you, my sweet, we love you for your grace. We love you for your kindness, your sweet and smiling face. We love you for the things you are, the daily work you do. And 40 chattering, chattering kids—my dear, they love you, too.

Church Supper Dilemma

FEBRUARY is the month when "church" suppers reach their greatest incidence. The most important qualification of a school superintendent, as far as his public relations program is concerned, is his ability to attend faithfully and regularly all suppers

given by the local churches, lodges, legions, gun clubs and women's auxiliaries.

Some people go to such suppers because, maybe, their wives are poor cooks and their digestion is ruined anyway; others buy tickets to help pay off the church mortgage or because they are genuinely sorry about the state of foreign missions; some feed publicly through a high sense of duty. The school administrator suppers because he can't help himself.

Never in our career did we attend one of these community examples of America gorging but that the first person we met on the reception committee was Mrs. Smithers, mother of Willie, she who has been working for the last six years to run us out of town. Never have we been escorted to a seat at any table that it did not turn out to be the rendezvous for members of the Taxpayers' Association who were engaged with mouthfuls of pie and heated discussion as to methods of reducing the salaries of all public servants.

Never did we direct our innocent conversational attempts to the gentleman on our left remarking that the food was pretty terrible but that we discovered we were talking to none other than Mr. Scuttlebutt whose wife is chairman of the food committee. But why worry? It was only this morning that Mrs. Scuttlebutt had words with us and they were all hers. We control no Scuttlebutt votes, anyway.

Hundreds of communities will bear witness that, in a lifetime of suppering as a superintendent of schools, our offspring have never behaved themselves as genteelly as should the offspring of one versed in child development nor in the course of an evening's eating have we ever missed having coffee spilled down our neck by the well-trained girls lent by our home economics department for purposes of waiting on table.

Arthur, this is our prayer to you! In your ambitious attempts to teach the fundamental principles of public relations to the students of a great university, will you always take at least one semester to tell your disciples how to behave at a community supper. To a future superintendent of schools, such knowledge will mean more professionally than an ability to dissertate.



How Can You Keep Up Your **SCHOOL TRANSPORTATION** Service in '44?

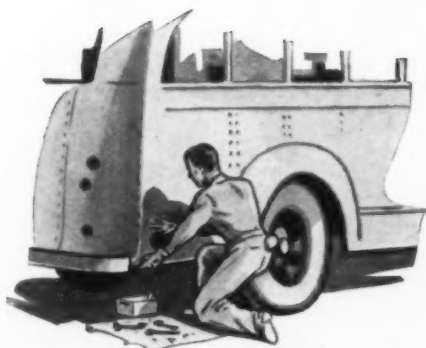
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If you are urgently in need of a new bus—contact your Superior Distributor at once. He will help you fill in and expedite your application. He will help you secure the chassis and body, as long as they are available, in the shortest possible time. Your Superior Distributor is thoroughly familiar with the routine of securing new equipment under wartime conditions and this experience can save you time and trouble. Don't hesitate to call on him.

MAINTENANCE?



Here again your Superior Distributor has the answer. He can give quick delivery on repair and replacement parts. To keep equipment at maximum efficiency, call your Superior Distributor!

And keep in touch with Superior! It is very possible that more buses will be made available than is now forecast. In any event, Superior Coach will build as many coaches as possible, consistent with the war effort, and they'll be Superior *all-steel safety coaches*, better-built than ever because of new experience acquired from exacting production for the armed forces.

SUPERIOR COACH CORPORATION *Lima, Ohio.*

News in Review

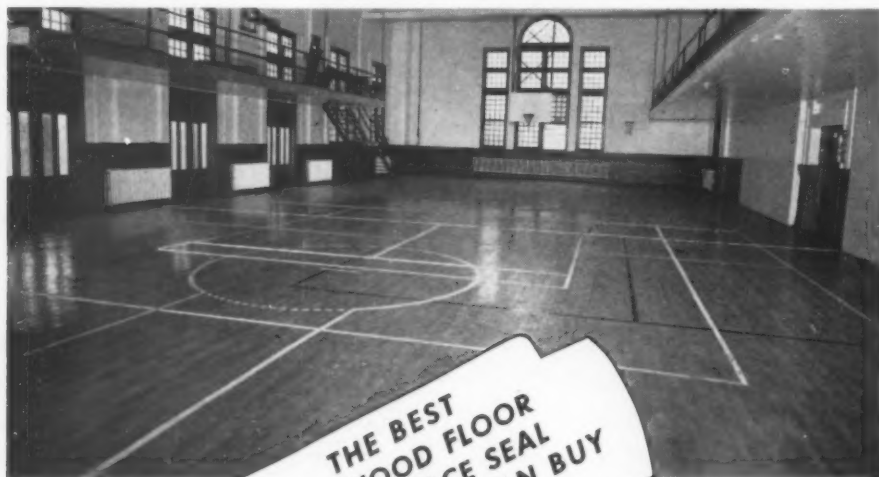
Universal Training Now

Secretary of the Navy Frank Knox in a nation-wide broadcast from Cleveland on January 14 urged that a permanent universal military training system for American youths be set up and put into operation at once.

Such a system, if started now, he said, would permit the return of American

soldiers from foreign soil after the war is over. The newly trained youths could be sent abroad to take their places during the period of readjustment that will come when hostilities cease.

In urging that the system be started while the war is on, Secretary Knox said that thousands of training camps and an abundance of officers and instructors would be on hand to train the boys.



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Vestal's VICTORY SEAL is the logical answer to protecting your Gymnasium Floor under wartime conditions. VICTORY SEAL gives wood floors a tough, attractive, long-lasting finish, plus slip-proof safety, at truly economical purchase and maintenance costs. In perfecting VICTORY SEAL we offer it as the best wood floor surface seal you can buy today. Your own comparison will prove this.

WHAT HAS HAPPENED TO PYRA-SEAL?

Pyra-Seal is a war casualty. In its immense Victory Program, our Government needs all types of chemicals including certain synthetic resins and vegetable oils of the types used in the manufacture of PYRA-SEAL and similar pre-war Gymnasium floor seals. Because of this urgent need these materials are restricted under government order and are no longer available for the manufacture of floor seals. After the war—or when restrictions are lifted—PYRA-SEAL WILL BE BACK.

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NEW YORK

Chile's School Building Program

Chile has a novel school construction program which is today giving Chileans one new school building a week and a twofold return on their money. The *Sociedad Constructora de Establecimientos Educacionales* is the name of the federal agency created in 1937 to finance a vast model school building program throughout the country with direct participation by government and the public.

Three fifths of the *Sociedad's* capital stock is underwritten by the government while the remaining 200,000,000 pesos is offered for sale to the public at 1000 pesos a share, the peso being worth about 5 cents in United States money. A minimum of 8 per cent is guaranteed by law.

The *Sociedad* will build schools, subject to a department of primary education survey showing a need for them, at the request of individuals, municipalities and industrial organizations which have bought shares covering one half the cost of construction.

The *Sociedad's* own architects and engineers survey the site to determine the best construction for the area. In 1942 28 new school buildings in widely separated communities were completed and furnished, and new construction, surveys and improvements were begun in almost 30 other communities.

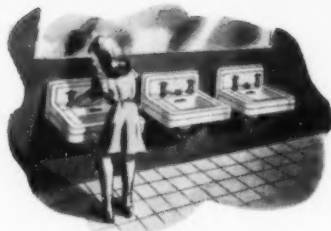
POSTWAR EDUCATION

Reverse Trend in Adult Education

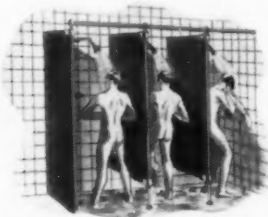
"Adult Education in Postwar America" was the subject of a recent address before the Illinois Education Association by Floyd Reeves, member of the staff of the National Resources Planning Board and present director of the new rural education project at the University of Chicago. Mr. Reeves said that approximately 30,000,000 people will have to be readjusted to changed conditions at the end of the war. This figure includes war veterans and war workers, between 3,000,000 and 5,000,000 children being among the latter.

There are now men and women in industry trained in certain industrial skills necessary to winning the war and great numbers in the Army and Navy trained in the same skills. At the end of the war industry cannot possibly provide places for all of these. Postwar adult education, therefore, must reverse the present trend and provide a more general and liberal education rather than one that is strictly vocational. Whatever vocational training is given must prepare workers not so much for manufacturing industries as for service occupations. The country at present is overeducated in industrial skills.

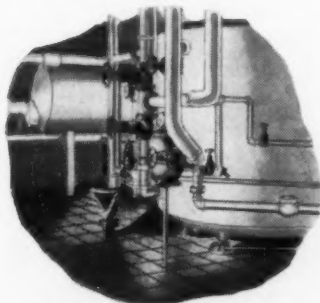
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Crane Co. today places at your disposal a wealth of information on school plumbing and piping. This information is accurate and authentic—gained from years of experience in the school field. From plumbing fixtures to valves and fittings, Crane equipment will assure you a system that is functionally right . . . one that will operate smoothly, for sanitary safety, for greater convenience.

Let Crane help you plan—now—for a better school tomorrow. For specific recommendations on a complete Crane system, see your plumbing contractor or call your nearest Crane Branch!

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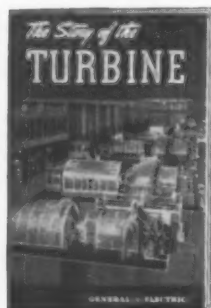
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The highlights of progress in research and engineering during the past year are presented in this pictorial review. The booklet contains a collection of illustrated stories, selected from an educational viewpoint to cover a wide variety of subjects. Ask for GEB-127.

Material suitable for students in junior and senior high schools. Write to General Electric Company, Dept. 6-318, Schenectady, N. Y.

★ ★ ★

Hear the General Electric radio programs: "The G-E All-girl Orchestra" Sunday 10 p.m. EWT, NBC—"The World Today" news, every weekday 6:45 p.m. EWT, CBS.

192,000 employees of General Electric are on their jobs producing war goods and buying over a million dollars of War Bonds every week to hasten victory.

GENERAL  ELECTRIC

958-32-211

We must have a broad educational program ready for use when victory comes. This will have to be financed by the federal government in such a way that men in the poorer states will have the same benefits as those in the wealthier states. Control of finances should remain in the hands of the states and the localities, however.

Mr. Reeves spoke of the area studies instituted by the Army and Navy in which all the social sciences are integrated in the study of particular areas as one of the finest contributions of the armed services to American education. It is something new and something worthy of study by educators.

School Reform in Britain

Standards of the ordinary schools in England to which more than 99 per cent of the children go are to be raised and opportunities enlarged if the school reform plan embodied in the British education bill becomes a reality. The bill provides that, beginning in 1945, the age at which children may leave school should be advanced from 14 to 15 and, as soon as there is a sufficient supply of teachers and accommodations, to 16.

Whereas only 5 per cent of the children in London go on to secondary schools, 100 per cent would have secondary education should the plan be put into effect.

The term "elementary" school would be abolished and there would be primary schools for children from 5 to 11 and secondary schools for those who are 11 to 15. At 11, each child would have a choice between an education that stresses academic subjects and education for a trade or craft. These schools would be free.

After 15 or 16, there is a plan to make part-time education available in young people's colleges for those who leave school up to age 18. Each child would be compelled to attend one of these colleges for one day a week. The hours thus spent would count as a part of his work week and thus limit the hours of labor.

Great Britain also is planning to set up an emergency system for training teachers immediately after the war to make good its losses and to replace teachers wishing to retire when hostilities have ceased. Under the plan, courses lasting one year in addition to accommodations would be provided for 10,000 students yearly. Tuition would be free and maintenance allowances and the whole cost of the scheme would be met by the Exchequer. Students would be recruited from the armed forces and other branches of national service.

Part-time training centers for those beginning to prepare for the teaching profession pending demobilization may possibly be organized abroad under the

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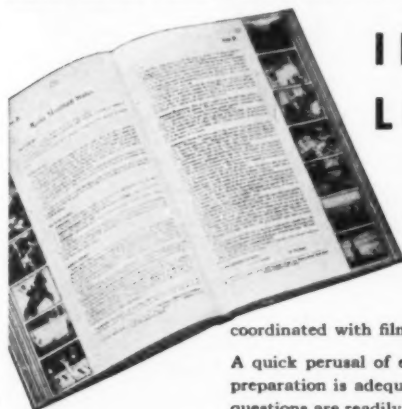
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“Why wait? Why deny today's elementary and junior high school pupils the benefits of a type of teaching that is bound to be generally available for their successors? Why not NOW adopt a type of teaching that is particularly valuable in periods where the rapid succession of important world events and the complexities of life make the subject of classroom concentration a matter of major concern?”



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ing of lesson subjects in line with current events. No delays!

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You have to see the manual to appreciate its thoroughness, its completeness—its usefulness.

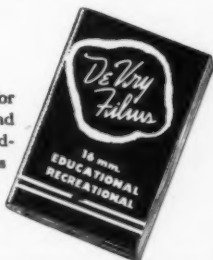
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direction of the board of education in conjunction with service education schemes.

Agricultural School at Detroit

Returning war veterans and city boys who want to go back to the farm will have a chance to study practical vocational agriculture as the result of a grant of \$10,000 accepted recently by the Detroit board of education from Albert H. Schmidt, business man, who expects eventually to leave his entire estate to further the project.

The new agricultural school, to be known as the Albert H. Schmidt Foun-

dation, will be located at the farm now owned by the board of education near Novi, Mich. It is to be developed and conducted by Wayne University and will serve as a research center in the natural and physical sciences and as a supply station for the board of education's cafeteria business.

Preparing for Postwar Students

A broad postwar program to meet the needs of veterans and others is being planned at the University of Illinois. After long study by a committee, the following proposals have been made:

1. Flexible admission and credit re-

quirements that will take into consideration training and experience in the armed forces.

2. Curriculums that will not restrict mature students to one division of the university.

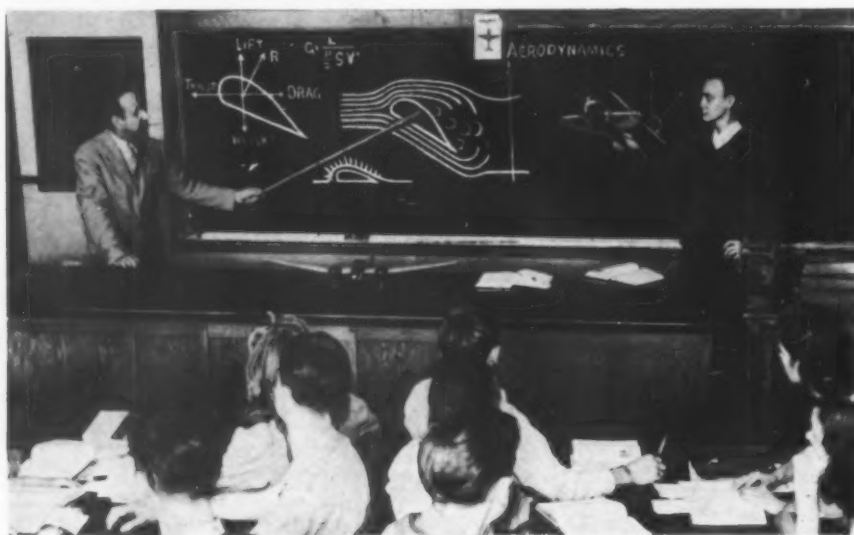
3. Year-round accelerated program geared to the tempo veterans will desire in preparing to return to civilian life.

4. An aeronautical program reaching into nearly every phase of the university's work.

5. A new special division to study and give instruction in labor relations.

6. New scientific courses to train men and women for world reconstruction.

7. Adult education programs even greater than those of war.



MODERN TEACHING REQUIRES GOOD BLACKBOARD

Today's teaching job—perhaps the most important teaching job of all—requires plenty of good blackboard, for in war and in peace there is no substitute for the blackboard as a means of illustrating important and difficult subject matter.

"Which blackboard shall I select," would be a simple question if blackboards were as much alike in performance as they are in original appearance. But since there is such a wide difference in actual performance, differences which aren't apparent when you compare blackboard samples, wisdom suggests that you specify Hyloplate, because Hyloplate has proved its ability to withstand the steaming heat of the tropics and the cold of the frozen north, is rigidly guaranteed to give you complete satisfaction.



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ADMINISTRATION

More Pay for Chicago Teachers

Pay increases for Chicago's 8000 elementary school teachers have been provided for in the 1944 school board budget. The necessary funds are to come out of savings within the school system. The increases on the civil service list will be graduated, those who make the least receiving the largest raises. The new pay schedule is the first step toward a single standard schedule. The raises amount to \$12.50 a month or \$125 a year on a ten month basis. The raises also affect 5100 other school board employees and give regular substitutes \$8 instead of \$7 a day.

Married Women Full-Time Teachers

Rule 58 of the board of education in Dallas, Tex., has been eliminated so that married women may now be employed as full-time teachers, thus ending a 50 year local controversy on this subject.

MEETINGS

Postwar School Conference

A two day meeting of a joint committee of the National Congress of Parents and Teachers and the National Educational Association to consider postwar problems was held in Washington, D. C., January 9. Agnes Samuelson of Des Moines, Iowa, acted as chairman of the committee which consisted of three members from each organization. The committee will make a report of its study later.

Among subjects discussed were postwar curriculums, rebuilding educational personnel, emotional influences of war on children and global geography. Miss Samuelson said that the last named will continue to receive major consideration in postwar education.

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Washington News

By EVA ADAMS CROSS, Special Correspondent

Student Deferments Curtailed

In a sweeping action taken January 9 by the National Selective Service System, student deferments generally will be sharply curtailed, beginning February 1.

While certain scientific and professional students are excepted from the provisions of the new ruling, deferments

will be denied to almost all 18 to 22 year old registrants, the notable exceptions being those in agriculture and those engaged in activities in which deferment is specifically authorized.

It is expected that at least 115,000 non-fathers in classes 2A and 2B as of January 1 will be thus released for service in the armed forces.



Frankly—we want to talk things over. You have the ideas and knowledge—the "know what"—of changes which tomorrow's requirements in general shop and vocational training practice will demand. We have the successful, practical experience—the "know how"—in planning and building general, mechanical, auto, electrical and other shop furniture. Through working together—planning together NOW, we can prepare to meet tomorrow's shop requirements.

Take time now to write and request that our Field Engineer call—you will find these engineers keenly alert to your needs. You will find them capable in helping you visualize and reduce to practice the ideas which you are formulating.

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NEW YORK—PENNSYLVANIA HOTEL—FEBRUARY 22-24
CHICAGO—PALMER HOUSE—FEBRUARY 28-MARCH 1

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By law, high school pupils in the last half of their academic year may, upon their own request, have their inductions postponed until they complete such academic year. An undergraduate student in a recognized college or university who will be graduated on or before July 1, 1944, should be deferred, according to Selective Service, if:

1. The college or university certifies that he is competent and gives promise of the successful completion of a course of study majoring in one of the listed scientific and specialized fields.

2. The college or university certifies that if he continues his progress he will be graduated on or before July 1, 1944.

3. The national roster of scientific and specialized personnel of the War Manpower Commission endorses the certification of the college or university.

National student quotas have been established for scientific and specialized fields of study in colleges and universities as well as for preprofessional fields. Deferments are possible in the following fields, provided the students will be graduated on or before July 1, 1944: aeronautical engineering, agricultural sciences, automotive engineering, bacteriology, chemical engineering, chemistry, civil engineering, electrical engineering, forestry, geophysics, marine engineering, mathematics, mechanical engineering, meteorology, mining and metallurgical engineering including mineral technology, naval architecture, optometry, petroleum engineering, pharmacy, physics including astronomy, radio engineering and sanitary engineering.

An undergraduate student in a scientific and specialized field who will not be graduated until after July 1 may be deferred only if he is majoring in chemistry, engineering, geology, geophysics or physics, Selective Service said, and under certain other conditions.

A.S.T.P. Outlook

The War Department issued an official assurance December 14 that the Army Specialized Training Program is not now in process of liquidation.

Secretary of War Stimson explained that the program will be increased or reduced as the exigencies of the military situation or military training require.

The House military affairs committee was told that there are now about 140,000 in A.S.T.P. and that by April 1 this total will be reduced to some 125,000. The administrative heads of 222 co-operating colleges and universities have had no official word, so far as could be learned, of contemplated drastic changes in their War Department contracts.

Meantime strong sentiment for the abolition of the entire program was developing in Congress and the House committee considered an investigation.



Even the AIR will be different...

FROM necessity, industry has learned much in working out its war production miracles. And if industry has its way, new peace-time miracles will be wrought, for greater human comfort and happiness.

Take such a matter as the air in public buildings—schools, hospitals, hotels, restaurants. Today, from its war experience, the air conditioning industry has learned how absenteeism drops when factory air is cleansed, and proper temperatures and humidities are maintained... how accident rates are lowered, and production costs as well. And it seems not too extravagant to urge that one of these days our children in public schools, and

patients in hospitals, be given these benefits to their comfort and well being.

Industry already knows of the dividends that air conditioning pays. And through its rich war experience on varied problems, General Electric after the war will offer even better equipment, more compact, more efficient, more flexible, to help solve an even wider range of problems... both for industry and for the general public. *General Electric Company, Air Conditioning and Commercial Refrigeration Divisions, Section 4662, Bloomfield, N. J.*

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Hear the General Electric Radio Programs: The "G-E ALL-GIRL ORCHESTRA," Sundays, 10 P. M., EWT, NBC... "THE WORLD TODAY" News, Every Weekday, 6:45 P. M., EWT, CBS

S. 1509 Is Revised

Elimination of any suggestion of federal control is the chief revision made in S. 1509, education for veterans' bill, it was learned in Senator Thomas' office January 6.

The bill to provide for the education and training of members of the armed forces and the merchant marine after their discharge was introduced on November 3 and was immediately referred to the committee on education and labor, later to the War and Navy departments, the Veterans Bureau, the U. S. Office of Education and finally to a subcommittee of which Senator

Thomas is chairman. Public hearings were heard December 13, 14 and 15.

Senator Thomas predicts early consideration of the bill in the Senate and its approval. It will provide \$50 per month for subsistence of veterans who want to go back to school after the war. A year's schooling at government expense will be provided. If the veteran shows sufficient aptitude, he may continue in school for four years.

The opportunity will be offered all veterans on a voluntary basis and the variety of training will be as broad as our entire educational system, the author of the bill declared.

Training will be given at approved schools and colleges of all kinds. There will be a place in the scheme, Senator Thomas pointed out, for private, public and endowed schools, for elementary, secondary and college institutions.

Studies have shown, he said, that 7 per cent of the 10,000,000 or so men and women in the armed forces and the merchant marine will probably apply for such aid. The billion dollar annual outlay was figured on the basis of these studies.

More Decentralization

In pursuance of the new decentralization of authority policy, W.P.B. has announced that its regional offices are now authorized to process construction applications, with certain exceptions, if the cost of the project is less than \$25,000. Formerly regional offices could process applications for construction only up to \$10,000.

Previous provisions of this administrative order remain in force without additional change, except as follows:

1. Applications for water fire-extinguishing equipment totaling less than \$25,000 may now be processed in the field.

2. So-called "blanket authorizations" totaling less than \$25,000 may now be processed in the field, provided none of the construction-jobs grouped together in such applications amounts individually to more than \$10,000.

Use of Colored Margarine

The Bureau of Internal Revenue has released an interpretation making it possible for public schools to use colored margarine in their lunchrooms without paying the federal tax, an official of the school lunch and food preservation division, W.F.A., pointed out in an interview January 7.

The interpretation follows:

Cafeterias and other types of lunchrooms operated by the state or political subdivision thereof through the public school system for the purpose of feeding pupils or employees may color white margarine and serve it without incurring federal tax liability.

These cafeterias and other types of lunchrooms may also mix margarine with peanut butter or with honey and serve it to pupils and teachers in a school lunch program without incurring federal taxes.

This means that the state or political subdivision thereof does not have to pay the \$600 a year federal special tax and the 10 cent per pound commodity tax, both of which taxes must be paid by public eating places not operated by a state or political subdivision thereof. Nor insofar as the federal regulation is concerned is it necessary to display a

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PUT Floor-San to work and watch your floor cleaning problems vanish! For Floor-San gives you thorough cleaning—with guaranteed safety—no matter where it's used!

You can use Floor-San on rubber tile, asphalt tile, terrazzo, wood, linoleum or any other flooring.

Floor-San gives true cleanliness because the powerful ingredients quickly penetrate the dirt film and float the dirt to the surface.

Floor-San has received the approval of the Rubber Flooring Manufacturers Association. It is also endorsed by asphalt tile manufacturers. Such approval means that Floor-San is *mild*... won't discolor... won't run colors.

Remember, Floor-San maintains *all* floors. No need for special cleansers. So order Floor-San *now* and save time, money and flooring.

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LIQUID SCRUB COMPOUND

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AUTOMATIC TEMPERATURE CONTROL THE "MUST" in thrifty school management

Thrifty school room planning conserves the energy and vitality of both the educators and students through correct temperature control. A carefully engineered plan of temperature control by Johnson makes possible the exact temperature needed in different rooms under varying conditions. A normal temperature may be maintained in occupied rooms while unused spaces are kept at a lower economy level without separate steam mains, resulting in modern comfort with the greatest fuel thrift.

Automatic temperature control by Johnson is a dependable labor saving service—always on duty. Investigate Johnson Control.

LOOK AT THE WHOLE SYSTEM. Mechanically fine devices are valuable only if they function perfectly as part of the whole. Therefore Johnson stresses the importance of complete Control Systems. Johnson designs, manufactures, installs and services their own installations through their own nationwide organization. Plan now with Johnson Service Company.

MODERN COMFORT

Johnson automatic control assures the correct temperature at all times.

FUEL SAVING

Johnson control eliminates wasted heat.

ECONOMICAL MANAGEMENT

Johnson control offers the modern method of saving labor, saving fuel, and protecting health in our schools today.

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sign saying that margarine is being served.

Concessionaires operating school lunch programs under contract with the school must pay the manufacturers' special tax and the additional stamp tax of 10 cents a pound.

Margarine yellow in color when purchased and on which the manufacturer thereof has paid a tax of 10 cents a pound may be used without further federal tax liability.

The foregoing statements apply to federal taxes. A number of states prohibit the sale of colored margarine when served in schools and other public eating

places. It is, therefore, important for school officials and sponsors of any child feeding programs to inquire about state taxes.

Children's Shoe Situation

Several types of canvas rubber-soled gymnasium shoes are now being manufactured—of synthetic rubber—and dealers will soon have them on their shelves for civilian use. They will be unrationed.

Under a new amendment to the shoe order, institutions furnishing leather shoes to students or residents can open shoe ration bank accounts on approval

of the district office of O.P.A. Schools will be able to send ration checks to their suppliers for the exact number of pairs of shoes they need to order.

Included in the list of Essential Activities by the War Manpower Commission is the production of children's shoes through size 4.

Office Machinery Easier

Schools may now buy nonelectric adding machines and nonelectric duplicating machines (if and where they can find them) without authorization from W.P.B. Previous restrictions required certificates of approval from W.P.B. before such used equipment could be distributed by manufacturers.

Sale of used office machinery in the hands of dealers remains unrestricted, as under previous provisions of the order.

More Enamel and Silver Ware

Three additional types of enameled ware—drip coffee makers, tea kettles and combinets—may now be manufactured, according to an announcement January 8. Each manufacturer is permitted to make each one of these articles in one size only. All may be made with metal covers.

Coffee boilers, percolators, double boilers, dishpans, steam table pans and insets, ladles and water pails will continue to be made.

Good news is the fact that educational and charitable institutions will be provided with a better grade of flatware (silver plated or chromium plated flatware) through the amendment of L-140-b, January 1.

For Intercommunicating Systems

Schools may use their blanket MRO ratings to add stations to an existing wire intercommunicating system to bring it to its designed capacity, Claude Hough, chief of the schools and colleges section, W.P.B., explained in an interview January 12.

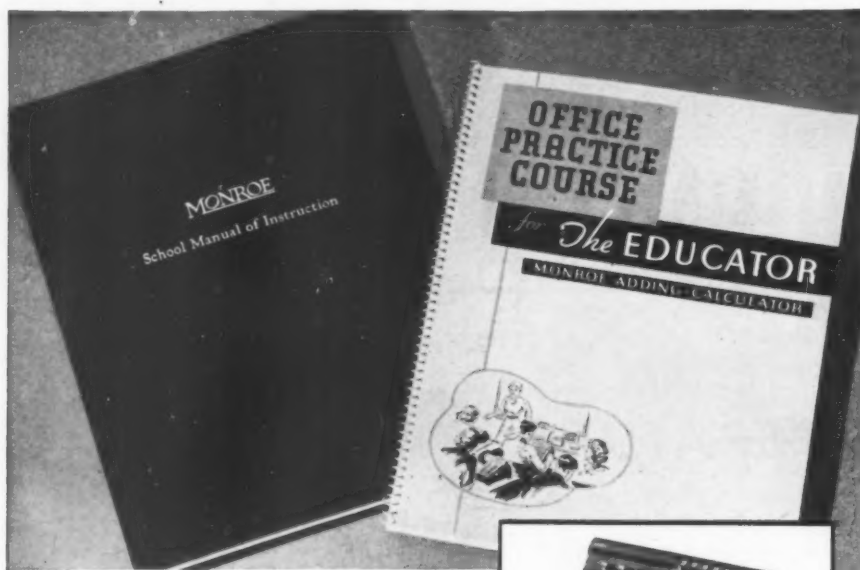
If, for example, an intercommunicating system is designed for 16 rooms and only 12 rooms have been thus far equipped, the other four rooms may have the system installed by use of blanket MRO ratings.

Signal and alarm equipment is generally installed without a specific margin of unused designed capacity; therefore, no additions or extensions by use of blanket MRO ratings are permitted. These ratings may be used, however, to get parts and materials for repair and maintenance.

Elementary Principals Elect

At the annual conference of the New York State Association of Elementary Principals held in Syracuse the end of

Wartime Conditions call for COMPLETELY TRAINED OPERATORS



OFFICE PRACTICE COURSE—a 30 lesson course adapted to the Monroe Educator—50¢ including Teacher's Manual.

SCHOOL MANUAL OF INSTRUCTION—In 2 parts; elementary and advanced courses for students and operators—\$1.75 including answers.

It was different before the war; a business house could give time to finish the training of men and women who had received a general business training in school—today the need is for those who can step in and produce at once with a specific skill.

This means that the schools are being called on to go further than ever in teaching machine operation and business arithmetic—and Monroe is ready to help you. The Monroe School Manual of



The Monroe Educator—a Monroe Calculator made for schools only. Keep the Monroes you have in top condition, make them last until Victory.

Instruction carries beyond the usual 30 lesson course; it offers you material to extend your courses as far as necessary to develop specific skill.

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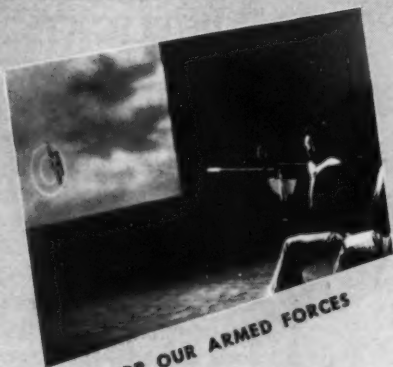
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FOR INDUSTRY



FOR OUR ARMED FORCES

MOTION PICTURES ARE SERVING ON EVERY FRONT

Today our armed forces are depending more than ever on motion pictures to help train men and women for the complex tasks of modern warfare.

Now that the world's largest library of special educational and industrial training films is available, with new films being added almost daily, our schools are urged to make full use of these effective visual aids.

These "show how" motion pictures will help speed the day when Ampro Projectors—now going 100% into the war effort—can be again used for peace time education. Write for the latest Ampro catalog of 8 mm. silent and 16 mm. sound and silent projectors.

Buy War Bonds

AMPRO

AMPRO CORPORATION • CHICAGO 18, ILL. • PRECISION CINE EQUIPMENT

December, the following officers were elected for 1944: Earle W. Nash, Rochester, president; Mrs. Grace Evans DeKay, Glen Head, L. I., vice president; B. D. Hawks, Utica, second vice president; Charles W. Joyce, Rochester, secretary-treasurer.

COMMUNITY RELATIONS

New Film Interprets Schools

A sound motion picture, "Pop Rings the Bell," planned to show business, industry and the public the values they

receive for school taxes is being released by the National School Service Institute. It is a two reel, twenty minute film which interprets the work of the schools and the benefits of the progressive educational system.

At a back-to-school party several business and industrial men of the town "gang up" on the principal with objections to the school's high tax rate. The principal explains to the objectors the progress of the schools and shows how taxpayers profit from education in proportion to the educational level of the people. Pop, the janitor, sways the hard-headed banker by reminding him of the



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● **WESTONE** is a chemical floor treatment in liquid form which is transparent and stainless. Its ingredients penetrate and blend with the floor material to form a hard-wearing waterproof surface which helps to prevent grit, sand or dirt from being ground into the floor by foot traffic. Westone is not a floor oil and will not become gummy or sticky. It penetrates rapidly and evenly and unlike many other floor treatments, *actually becomes a part of the floor material itself.*

● **HOW WESTONE CONTROLS DUST** . . . The presence of dust in room atmosphere is due not so much to open windows as it is to floor traffic. When traffic is continuous dust never settles on the floor so the problem is to *keep the dust from rising.* Westone has, in addition to its other properties, a peculiar *affinity for dust* and where it is properly used to maintain a floor, the atmosphere will be comparatively free from it because foot traffic will not cause the dust to rise.

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basis of his prosperity through the development of the old West Side School.

Copies of the picture will be available to schools and organizations following its premier showing at the institute's convention in Chicago February 18.

Superintendent's Bookshelf

MAJORITY RULE AND MINORITY RIGHTS.

By Henry S. Commanger. New York: Oxford University Press, 1943.

THE SCHOOL FOR DICTATORS.

By Ignazio Silone. New York: Harper & Brothers, Publishers, 1938.

EDUCATIONAL MEASUREMENT AND EVALUATION.

By H. H. Remmers and N. L. Gage. New York: Harper & Brothers, Publishers, 1943.

PRACTICING THE WAYS OF DEMOCRACY THROUGH THE GIRLS' LEAGUE.

By Sarah M. Sturtevant and Ethel Rosenberg. New York: Bureau of Publications, Teachers College, Columbia University, 1943.

CUMULATIVE PUPIL RECORDS.

By Wendell C. Allen, Ed.D. New York: Bureau of Publications, Teachers College, Columbia University, 1943.

MAN AND HIS WORKS.

By Edward Lee Thorndike. Cambridge, Mass.: Harvard University Press, 1943.

LAW AND LIABILITY IN PUPIL TRANSPORTATION.

By Harold H. Punke. Chicago: The University of Chicago Press, 1943.

PUBLICATIONS

Winston Churchill Booklet

The beautifully cadenced prose of "Winston Churchill, Prime Minister" appears in a paper-bound booklet under the foregoing title published in December by the British Information Services and now available to schools. The booklet contains 26 full page news pictures of the prime minister in striking and characteristic poses taken on various historic occasions from the start of the war up to the present. Opposite each is a moving excerpt from one of his speeches of that period, set out in the free verse form into which his public utterances so easily fall. The address of the British Information Services is 30 Rockefeller Plaza, New York City.

Coming Meetings

Feb. 15-17; 22-24; 28-March 1—American Association of School Administrators, regional conferences, Atlanta; New York; Chicago.
March 8-10—American Association of School Administrators, regional conference, Kansas City, Mo.
March 9-11—Mississippi State Teachers Association, Jackson.
March 17-18—Montana State Teachers Association, Helena.
March 20-24—North Central Association of Colleges and Secondary Schools, Chicago.
April 15—Massachusetts State Teachers Association, Boston.
July 3-8—National Education Association, Representative Assembly, Pittsburgh.

WHY TYPING TEACHERS GROW GRAY—By Summers



MISCELLANEOUS

Library Extension Agencies

Forty-seven states now have state-wide library extension agencies, according to the American Library Association. South Carolina and Wyoming are the latest to adopt this educational service. They are now enabled by law and state funds to supplement the service of established public libraries and to carry on some service by mail in areas without local facilities.

The only state now without a library extension agency is Arizona, although the Montana library extension commission has no funds with which to work. Actual financial aid from the state for the establishment and expansion of public libraries is available to one third of the states and in some Canadian provinces. Last year a committee of the association, in cooperation with the National Resources Planning Board, raised the estimate of funds needed from \$50,000,000 to \$200,000,000 for adequate public library service to the total population of the country.

NAMES IN NEWS

Superintendents

James N. Muir, superintendent of schools at Quincy, Mass., is retiring on May 1. By that time he will have completed thirty-nine years as a school executive.

Dr. Abel A. Hanson is the new superintendent of schools at Manhasset, Long Island, N. Y. He was released from his duties as supervising principal of Union Free School District 16 at Elmont, Long Island, to assume the new post.

Dr. G. C. Boswell, superintendent of public schools at Ranger, Tex., and president of Ranger Junior College, has been given a new three year contract.

Melvin G. Davis of Lake Forest, Ill., is the newly appointed superintendent of schools at Peoria, Ill.

W. H. Hanson, head of the military department of Millersburg Institute, Millersburg, Ky., has resigned to become superintendent of schools at Augusta, Ky.

Eliot T. Putnam Jr., assistant headmaster, succeeds his father-in-law, the late **Charles Wiggins II**, as headmaster of Noble and Greenough School, Dedham, Mass.

Vaughn R. DeLong, superintendent of the school district of Oil City, Pa., has resigned from his post to enter the government service. With the rank of captain he will serve with the Allied Military Government.

Supt. Clyde U. Phillips of Hays has been elected president of the Kansas State Teachers Association for the year commencing March 1.

S. Rae Logan, former associate superintendent, is now the superintendent of schools at Winnetka, Ill., succeeding **Carleton Washburne**, now with the Allied Military Government in Italy.

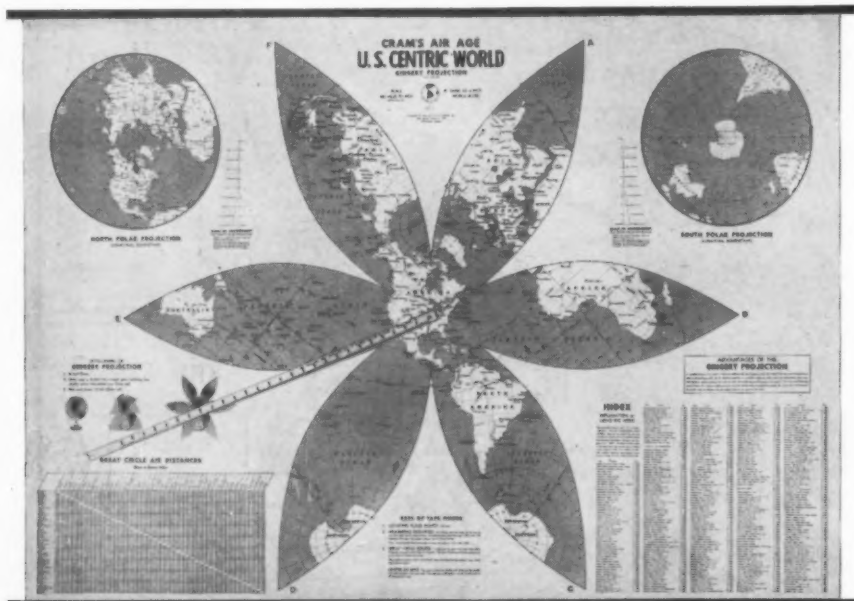
Percy Kingsley, former high school principal, is superintendent of schools at Shelton, Conn. He succeeds the late **Harry E. Fowler**.

R. B. Brawner, for five years principal of the senior high school, is now superintendent of schools at North Little Rock, Ark.

Dr. Harry L. Kriner heads the school system of Altoona, Pa. Prior to this appointment he was assistant director of teacher education and certification in the state department of public instruction.

Miscellaneous

Paul E. Nystrom has been admitted to partnership in the architectural firm of Law, Law & Potter of Madison, Wis. This firm designed West High School



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FM radio, first introduced in 1938, has proved itself to be the most practical type of radio for school systems, especially in compactly built areas where static is an important factor. What's more, the nearly staticless features of FM permit the moving of radios from classroom to classroom in steel-framed buildings without having to wire each room with outside antennas.

Already several big city school systems have FM Transmitters, and there is literally no limit to the educational advantages of radio when the broadcasting can be controlled right within the school and the school system.

While the war has stopped production of FM Transmitters and Receivers, those connected with school management will certainly want to learn about FM to help them do a better job of post-war planning.

A letter or postal card addressed:—The Educational Department, RADIO CORPORATION OF AMERICA, Camden, N. J., will bring details concerning RCA's FM Transmitters.

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RCA—VICTOR DIVISION—EDUCATIONAL DEPARTMENT

RADIO CORPORATION OF AMERICA

CAMDEN, N. J.

and Marquette School in Madison and many prominent buildings in the state. Mr. Nystrom recently won a \$1000 prize in an international competition sponsored by Minneapolis-Honeywell Regulator Company for the design of a personalized heat control system for each tenant in a large apartment building.

Donald Campbell, research and statistical adviser of the Pennsylvania Department of Public Instruction, has resigned to do reference and research work for the public schools of Newark, N. J.

Dr. Henry B. McDaniel, former vocational guidance director and psychologist for San Diego city schools, has accepted the position of California state vocational director.

Dr. George A. Works has been retained by the Commission on Higher Education in Illinois to make a survey. The 1943 general assembly created this commission as an answer to the bills introduced to create at the teachers' college at Carbondale a University of Southern Illinois.

Stephen M. Corey, superintendent of the laboratory schools of the University of Chicago, has been made educational editor of Encyclopaedia Britannica Publications and of Encyclopaedia Britannica Films, Inc., formerly Erpi Classroom Films.

Jaime Torres Bodet is the new minister of education for Mexico. He was former subsecretary of foreign affairs. According to *Newsweek*, he is going to need his diplomatic training to handle "that trouble-harried post."

Vinal H. Tibbetts, former superintendent of schools of Manhasset, N. Y., and former president of the Progressive Education Association, has been named director of the association, succeeding **Frederick Redefor**, now in service.

Principals

Tom Wetmore, principal of the senior high school, Shelby, N. C., has been commissioned an ensign in the Navy and his school post has been filled by **C. M. King** of Waco, N. C.

J. G. Hagaman, principal of the junior high school at Shelby, N. C., has been named acting superintendent of schools as successor to **W. E. Abernethy**. Lt. Abernethy is now with AMG.

Frank S. Yost will become principal of the high school at Orange, N. J., February 1, succeeding **Howard F. Goas** who has resigned the position after twenty-three years of service because of ill health. **Wallace Broadbent** replaces Mr. Yost as principal of Cleveland Street School.

Vernon L. Replogle, principal of the

Central-Stolp School, Wilmette, Ill., has been granted leave of absence by the board of education and has reported for active duty with the Navy at Quonset Point, R. I. He was commissioned lieutenant (j.g.).

Mrs. Beatrice W. Lutz is the newly appointed principal of P.S. 101, the School-in-the-Gardens, Kew Gardens, N. Y. She succeeds **Louise Specht**, recently retired.

Alton W. Collins has resigned as principal of McKinley and Washington schools, Davenport, Iowa, to take a position in vocational education at Purdue University.

F. E. Westerlund recently resigned as principal of Nogales High School, Nogales, Ariz., and has been succeeded by **Harold L. Stiles**, former high school instructor at Tucson.

G. Max Wingo, former principal of Bartlett School, New London, Conn., is the new principal of Royle School at Darien, Conn.

Alton H. Seeley has resigned the principalship of the school at Ashfield, Mass., to go into the business world.

M. E. Fulmer, high school principal at Augusta, Ill., has taken a similar post at Fairbury, Ill., replacing **Guy N. Bayless**, now sales manager of a janitorial supply company.

Ralph S. Herre of Wolcott, N. Y., assumes the principalship of Lockport High School, Lockport, N. Y., on February 1.

John A. Harp Jr. is the new high school principal at Concordia, Kan., succeeding **E. M. Curry**, commissioned a lieutenant (j.g.) in the Naval Reserve.

Frederick A. Buckley is the new principal of Classical High School, Lynn, Mass. He succeeds **Fred C. Mitchell**, who has retired after twenty-eight years as principal.

Reed H. Beckstead, former South Jordan Grade School principal in Salt Lake City, Utah, has been appointed principal of Draper Elementary and Junior High School, Salt Lake City, succeeding **Reid Beck**, killed in an automobile accident.

Edward H. Stullken, principal of Montefiore School, Chicago, is the new president of the Illinois Education Association.

In the Colleges

Dr. Ralph B. Spence, former professor of education of the Advanced School, Teachers College, Columbia University, is serving as research consultant for the New York State committee for study of postwar problems confronting boards of education and as chairman of the State Education Department's committee on the prevention of delinquency.

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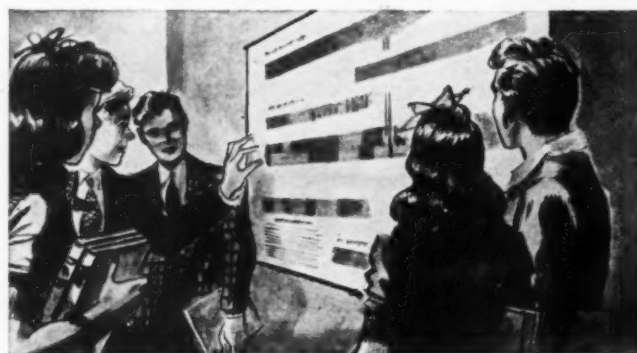
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2. *Wall Charts in Science*: A detailed chart of the whole electromagnetic spectrum, and one on "The Biggest and Littlest Things in the Universe," are now ready. There is a charge of \$2 for the former, \$1 for the latter. Both are printed in several colors, mounted for hanging.

3. *Charts on "Everyday Electricity"* are available without charge. These are 25" by 36", printed in two colors. They show how common electrical appliances work, and are suitable for use in the sixth to twelfth grades. Four are now ready "The Incandescent Lamp," "The Electric Toaster," "The Electric Motor," and "The Vacuum Cleaner."



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Services and materials available through Westinghouse School Service are listed in the catalog of teachers aids, which is sent free on request. For a copy of this book, or for any of the materials described above, mail the coupon below to School Service, Westinghouse Electric & Manufacturing Company, 306 Fourth Avenue, P. O. Box 1017, Pittsburgh 30, Pennsylvania.

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MEDART BUILDS AMERICANS

Constance Warren is resigning the presidency of Sarah Lawrence College, Bronxville, N. Y., as soon as a successor can be found. Miss Warren has been president of Sarah Lawrence for fifteen years, since its second year.

J. Evan Armstrong of Armstrong College, Berkeley, Calif., was elected president of the National Business Education Association at its convention in Detroit.

Dr. Carter Alexander, Dr. Thomas H. Briggs and Dr. George D. Strayer, professors of education at Teachers College, Columbia University, have recently retired.

Helen McKinstry, acting president of Russell Sage College during the absence of Dr. James Meader in military service, has been appointed president of the college.

Deaths

Daniel S. Kealey, superintendent of schools in Hoboken, N. J., since 1922 and former state director of N.Y.A., died December 28 of a heart attack at New York Hospital, New York City, where he had gone for a series of clinical tests. He had been ill since last summer. Doctor Kealey was vice president of the N.E.A. in 1931. Thomas F. McFeeley has succeeded Mr. Kealey.

Mrs. Elmore Edginton, principal of the public school at Gilmore, Iowa, died in a blazing school building to which she had returned to look for strays after having evacuated 300 pupils. No other lives were lost when a flash fire swept the building. Supt. H. M. Granner suffered severe burns on the head. The fire started in the basement below the gymnasium.

Cora Pearson, first woman president of the Alabama Education Association and former supervisor of Kilby training school, Florence State Teachers' College, died recently in Fairfield, Ala.

Lawrence Swan, principal of Ulster High School at Ulster, Bradford County, Pennsylvania, died from a stray bullet that struck him while deer hunting recently.

Roy Lawrence, superintendent of the county high school, Madison County, Georgia, was found dead with a bullet through his head. The coroner returned a verdict of suicide.

A. J. Beck, principal of Vulcan High School, Vulcan, Mich., died recently of a pulmonary embolism while convalescing from an operation.

H. W. McCulloch, superintendent of Livingston County Schools, Illinois, died on New Year's Day.

William Anders Evans, aged 60, principal of Rotenberg School, Cincinnati, Ohio, died recently of heart disease.

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THE RUMBLE OF TANKS
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All minor wounds should receive prompt first aid treatment. Mercurochrome has many advantages for this purpose. The 2% aqueous solution is antiseptic, non-irritating and non-toxic when used in wounds.

Injuries are more promptly reported when Mercurochrome is used because treatment is not painful.

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Apply Mercurochrome to all minor wounds. Do not fail to call a physician in more serious cases.



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WHAT'S NEW FOR SCHOOLS

Circular Lamps Promised

Postwar Production Being Planned

A brand new lighting tool will be available to architects and designers when circular fluorescent lamps become available, the Westinghouse Lamp Division announces. As soon as conditions permit, the company will add these circular lamps to its line of Mazda F lamps. Sizes to be produced and current consumption will be as follows: over-all outside diameter, 8½ inches, 20 watts; 12½ inches, 30 watts; 16 inches, 40 watts.

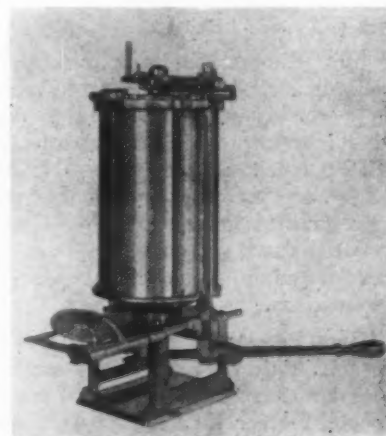
No production facilities exist at present for these new lamps, owing to the heavy demands of industry and war. Before putting them into production, complete information on auxiliaries and accessories will be released.—Westinghouse Electric & Mfg. Co., 306 Fourth Avenue, Pittsburgh 30.

• When inquiring, refer to **NS80**

Meat and Fish Patties

Mechanically Formed to Save Labor

With the kitchen help problem what it is, managers of the larger school cafeterias will look longingly at and perhaps recommend to the school superintendent the purchase of the BergerMaster Food Former, a device that shapes patties at the rate of 30 to 40 a minute. Two patties a minute are all that can be done



by hand. In these war days when beef mixture, fish and sausage patties have replaced larger cuts of meat on the menus, a food former will get daily use, as it saves food, as well as time and labor.

For the war period, the BergerMaster comes in 15 pound capacity only and the mold plates permit 4, 6 or 8 patties to the pound. The food former can be had on a ten day trial.—Patented Appliances Incorporated, Saybrook, Conn.

• When inquiring, refer to **NS81**

War-Time Toilet Compartments

Will Continue in Use After Victory

Compressed cement asbestos board partition panels and doors edged with steel and with steel posts and headrail bracings are features of Sanybestos war-time toilet compartments introduced by the Sanymetal Products Co., Inc.

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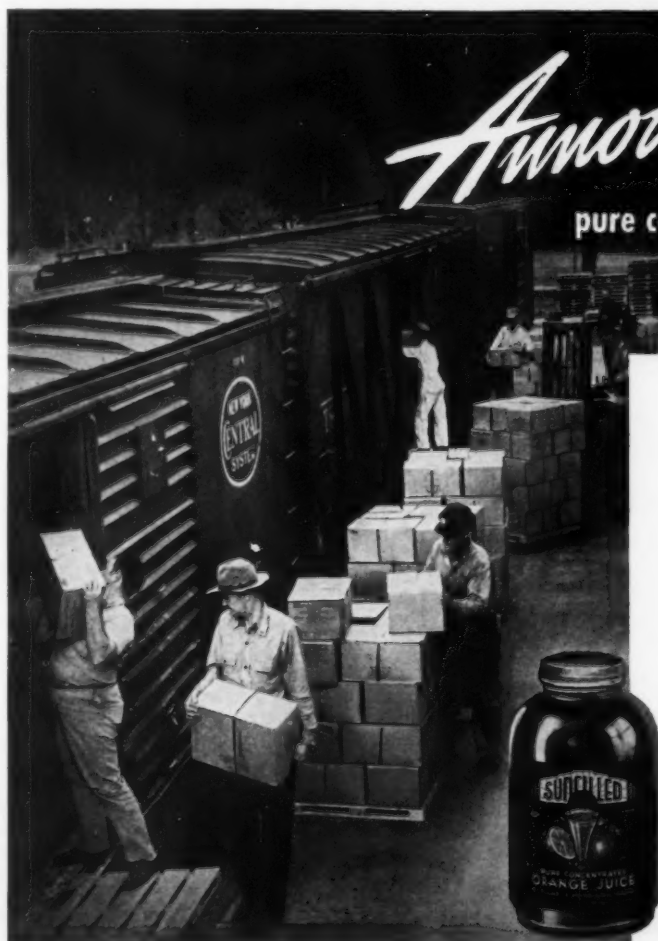
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WHAT'S NEW for SCHOOLS

ernment and municipal buildings and other war-time structures that will continue in use after victory. Complete door hardware and partition fittings are furnished for each unit. According to the manufacturer, these toilet compartments provide every feature of modern convenience, privacy and sanitation.

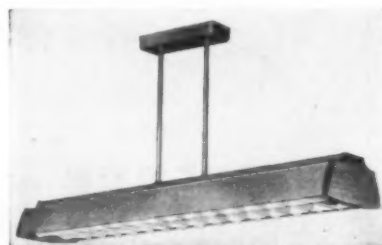
Asbestos board affords a comparatively smooth and pleasing finish and is fabricated with the smooth side exposed. Dirt-collecting pockets and ledges have been eliminated, and thus help to facilitate their erection even by unskilled workmen.—The Sanymetal Products Co., Inc., 1701 Urbana Road, Cleveland.

• When inquiring, refer to **NS82**

Fluorescent Lighting Units

Available for Every School Area

Under the recent relaxation from W.P.B., the F. W. Wakefield Brass Co. has brought out the Grenadier, a fluorescent unit for classrooms, art rooms and drafting rooms. Available



for ceiling or suspension mounting, the Grenadier is equipped with etched ribbed glass to reduce the brightness of the lamps. In addition, wooden louvers are provided to permit a high component of downward light and at the same time to shield the lamps to prevent glare. The unit has an improved mounting device through which installation time can be cut down materially.

Other units of this series are the Captain for general illumination; the Beacon, a glass paneled unit in which brightness of the lamp is much reduced by frosted rib glass, and the Admiral, made largely of wood and providing a large component of downward light with very little in the upward direction.—The F. W. Wakefield Brass Co., Vermilion, Ohio.

• When inquiring, refer to **NS83**

High Level Illumination

Provided by New 200 Fluorescent Fixture

A 200 watt fluorescent lighting fixture has been announced by Sylvania, rounding out its line of industrial and institutional lighting units. It is to serve areas where high levels of illumination are required. The new model HF-235R uses two 100 watt lamps and is of the same basic streamlined design as the recent 40 watt lamp models.

This high power factor fixture is suited to individual or continuous row mounting and may be suspended as wanted: (1) by direct chain suspension; (2) by direct conduit mounting; (3) by messenger cable-clamp assembly, or (4) by surface mounting with bolt or lag screw.

A single piece of nonmetallic reflector board, finished in Sylvania's Miracoat high temperature baked enamel, furnishes a reflectivity of 86 per cent. Ease in maintenance is guaranteed by the convenient location of starters between lamps and by the fact that a quarter-turn of the "captive

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Whenever meat loaves . . . hamburgers . . . salmon loaves . . . croquettes, are planned for the menu, this superior Base Mix is indicated. For example: 4 lbs. of chopped meat—plus an 18 oz. bag of Base Mix and 3 pints of water, makes 8 lbs. of delicious, fully seasoned product ready for the oven. Actually, it enhances the flavor by retaining the natural meat juices which are ordinarily lost through seepage during the baking process.

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WHAT'S NEW for SCHOOLS

latches" will remove the reflector from the top housing.—Sylvania Electric Products Inc., Lighting Division, Salem, Mass.

• When inquiring, refer to **NS84**

New Glass Insulating Material

Suitable for Flat Deck Roofs

Foamglas, a recent development of the Pittsburgh Corning Corporation, is particularly useful as insulation material for flat deck roofs of wood, concrete and other surfaces. Should the finished roof surface be punctured, no water will travel into or through the Foamglas insulation. It also is said to eliminate damage from rot and corrosion, to provide better control of interior temperatures and to reduce heating and air conditioning costs.

This new glass is so light in weight that it floats and, therefore, can be used for floats, life rafts and the like. It is a true glass that has been cellulated by the evolution of internal gas at high temperature into a mass of tiny sealed air chambers, as many as 5,000,000 per cubic foot. It is impervious to acid atmospheres or solutions and is completely verminproof. Moreover, it can be easily cut into any shape by a cheap saw or knife.—Pittsburgh Corning Corporation, 632 Duquesne Way, Pittsburgh 22.

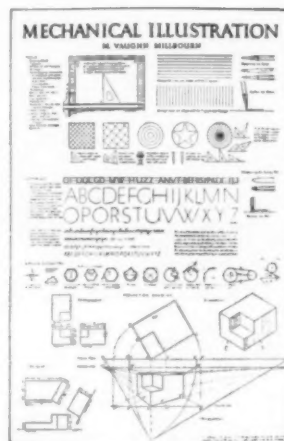
• When inquiring, refer to **NS85**

Mechanical Illustration

Principles Shown in Wall Chart

Free to instructors who write for it on school letterhead, the Louis Melind Company is offering a wall chart that demonstrates many of the basic principles of mechanical illustration. The chart is large, 22½ by 35 inches, and is drawn in Justrite Drawing Ink by M. Vaughn Millbourn, one of the 27 Designers' Group of Chicago.—Louis Melind Company, 362 West Chicago Avenue, Chicago 10.

• When inquiring, refer to **NS86**



Electron Microscopes

Now Available to a Few Colleges

A small quantity of simplified electron microscopes is now being produced by General Electric and will be shipped on high priority orders to colleges in various parts of the country so as to obtain experience on the use of the simplified units in various fields.

The General Electric design is unique in that it employs electrostatic lens that does not require accurate voltage regulation. Operating on ordinary house current, the microscopes are capable of producing images 10,000 times the size of the specimen. They are approximately ten times more power-



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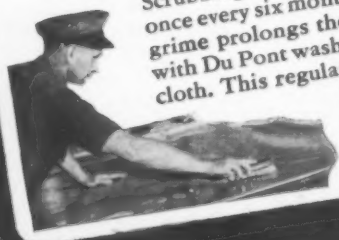


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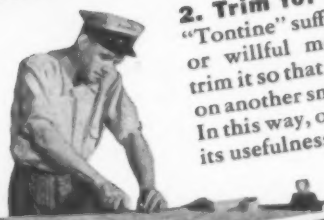
HOW TO MAKE WINDOW SHADES LAST LONGER

Users of Du Pont "Tontine" shade cloth suggest three easy ways to put off shade replacements and protect maintenance budgets.

1. Scrub your "Tontine" shade cloth. Scrubbing with soap and water at least once every six months to remove dirt and grime prolongs the life of shades made with Du Pont washable "Tontine" shade cloth. This regular maintenance renews the freshness of this pyroxylin-impregnated cloth and can be continued for years.



2. Trim for further use. If "Tontine" suffers from accidental or willful mechanical damage, trim it so that it can be used again on another smaller sized window. In this way, one shade can double its usefulness.



3. Re-hem for longer service. If you have followed the example of other "Tontine" users and have shades that have ample allowance in overall length, you can offset the result of damage to the bottom of the shade. Just trim off the torn part and re-hem.



Every "Tontine" owner today can count himself doubly fortunate. He has shades into which Du Pont has built extra long service. And he has protected his maintenance budget, because cleaning and upkeep of his shades total so little per shade per year. Consult your "Tontine" dealer about an economical shade washing service and other services to keep shade replacements at a minimum. E. I. du Pont de Nemours & Co. (Inc.), "Tontine" Sales, Newburgh, New York.

"Tontine" is Du Pont's trade-mark for its pyroxylin impregnated washable window shade cloth.

DU PONT "TONTINE" SHADE CLOTH



BETTER THINGS FOR BETTER LIVING... THROUGH CHEMISTRY

WHAT'S NEW for SCHOOLS

ful than the best light microscope, D. C. H. Bachman of GE explains.

Component parts of the microscope are the same as those announced a year ago when General Electric demonstrated a war model of the microscope at the National Chemical Exposition in Chicago. The new instruments, however, are now housed in a desk design for convenience of operation.—Electronics Department, General Electric Company, 6 State Street, Schenectady, N. Y.

• When inquiring, refer to NS87

NEW CATALOGS

New Washfountain Catalog

Just Published by Bradley

A new catalog on school washfountains, No. 4308, has just been published by Bradley Washfountain Co. of Milwaukee, manufacturer of washfountains, multi-stall showers and drinking fountains. This new reference piece shows the various models of group washfountains, both circular and semicircular.



These washfountains, it is pointed out, are particularly suitable in schools and institutions since they provide clean running water for each person and yet each fountain of the 54 inch size serves eight or ten persons simultaneously. The sanitary and water-saving features are emphasized for both washfountains and multi-stall showers. This catalog is also designated as AIA File No. 29-H for school architects' file reference.

• When inquiring, refer to NS88

Replacing Worn Cutters

On Automatic Pencil Sharpeners

The War Production Board has authorized the production of new cutters and repair parts for automatic pencil sharpeners for a limited period. Installing new cutters is a simple operation, as schoolmen will find when scanning "Instructions for Replacing Worn Cutters," newly released by the Spengler-Loomis Manufacturing Company, Automatic Pencil Sharpener Division, 58 East Washington Street, Chicago 2. Also in this new mailing piece, the manufacturer gives instructions for ordering cutters to fit each type of machine. The special care that is necessary to keep present pencil sharpeners in operation throughout the war has also led the company to give special instructions on the art of pencil sharpening. These, too, are included in the new brochure.

• When inquiring, refer to NS89

Laboratory Glassware

Tips on Prolonging Its Life

"Proper Care Will Prolong the Life of Chemical Glassware" by E. J. Lewis contains the latest knowledge on that subject and is available to school administrators and laboratory instructors from Corning Glass Works, Corning, N. Y.

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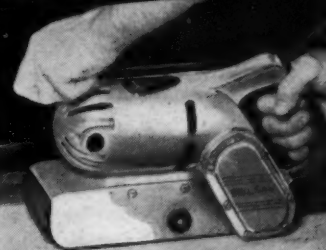
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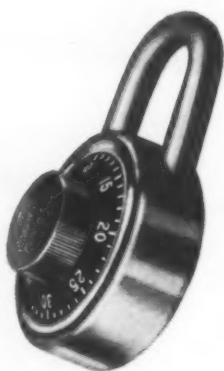
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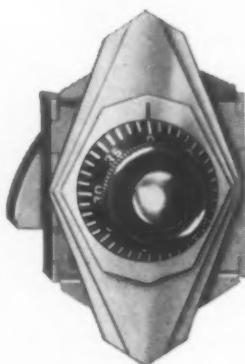
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A durable, attractively finished Combination Lock for use on steel lockers having a spring latch bar device. These Locks will fit standard punchings made for flat key locks. Combinations may be changed quickly.

Closing locker door automatically locks the lock. When ordering, specify make of locker and whether lock is for right or left hand doors.



NATIONAL LOCK COMPANY
ROCKFORD, ILLINOIS

WHAT'S NEW for SCHOOLS

Another recent release is Supplement No. 4 to Catalog LP21 containing a list of new items in pyrex laboratory glassware including fritted glassware.

• When inquiring, refer to **NS90**

Film Catalog for 1944

Released by Roshon to Schools

The new 1944 catalog of 16 mm. sound motion pictures has been issued by Russell C. Roshon Organization, 2506S, RKO Building, Rockefeller Center, New York City, and is free to principals and superintendents of schools.

This 64 page catalog, together with its supplements, contains a variety of motion picture features as well as short subjects. Many of these releases have been passed for exhibition to children and to all types of audiences by the National League of Decency and the National Board of Review of Motion Pictures.

• When inquiring, refer to **NS91**

Junior High Printing Department

Ideal Layout and Equipment Shown

To assist school administrators and teachers in the organization of an efficient printing or graphic arts department in their industrial arts program, American Type Founders, 200 Elmora Avenue, Elizabeth B, N. J., has put out a new folder. The equipment and supplies listed in the 20-J Graphic Arts Unit will accommodate a class of from 20 to 24 pupils. A floor plan for the equipment needed is included. School executives and architects will find the folder of value in planning new buildings. Similar folders have been prepared for different sizes of classes in junior, senior and vocational schools. These, too, are available on request.

• When inquiring, refer to **NS92**

War-Time Maintenance

Of Portable Electric Tools

"How to Get the Most From Your Portable Electric Tools" is the title of a big special section in the new catalog published by Skilsaw, Inc., 5033-43 Elston Avenue, Chicago 30. Designed as a handy guide to greater production and longer tool life, this war-time maintenance manual is full of illustrations and valuable suggestions on the care and operation of portable electric tools. Free copies are available.

• When inquiring, refer to **NS93**

Water Studies Reprints

Will Help School Engineer

School engineers will be serviceably enlightened by reading H-O-H Water Studies, consisting of reprints from H-O-H Lighthouse, the house organ of D. W. Haering & Co., Inc., 205 West Wacker Drive, Chicago. The booklet contains scientific articles on the control of scale and corrosion in internal combustion engines and other power plant and refrigeration plant problems, as well as domestic water

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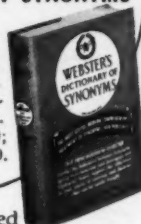


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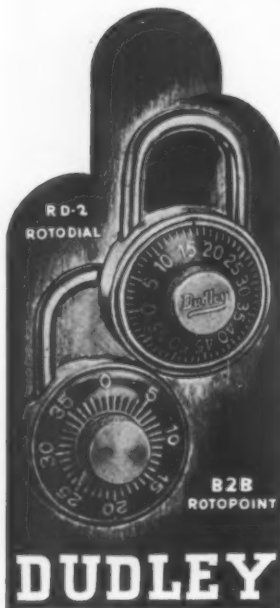
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treatments. Another mailing piece called "Organic Methods of Scale and Corrosion Control" by David W. Haering is also available.

- When inquiring, refer to **NS94**

FILM RELEASES

Argentine Primer—16 mm. 21 minutes. Geography, history, advances toward industrialization. Relation of ranches and packing houses to U. S. A. Released by the U. S. Coordinator of Inter-American Affairs.—**Bell & Howell, 1801 Larchmont Avenue, Chicago.**

- When inquiring, refer to **NS95**

News Parade—8 and 16 mm. silent; also 35 mm. sound. Capture of Tarawa, showing three days that will live long in the history of the U. S. Marine Corps. History-making conferences of the great powers in Egypt and Persia. Flaming Russian front where mighty Red Army again takes initiative.—**Castle Films, Inc., 30 Rockefeller Plaza, New York City.**

- When inquiring, refer to **NS96**

Desert Victory—16 mm. sound. 65 minutes. Outstanding film on desert warfare produced by soldier cameramen who fought and marched with the British Army on the 1300 mile trek across the sands of the western desert. Official British Army film.—**British Information Services, 360 North Michigan Avenue, Chicago 1, or any other B. I. S. office or British consulate.**

- When inquiring, refer to **NS97**

Loaded for War—16 mm. color. 25 minutes. Santa Fe Railway film tells the rôle of railroads in the march to victory. It tells the whole story from shipyards and aircraft plants to coal and copper mines; from cattle and pigs to steel mills, oil fields, munition factories and farms.—**Princeton Film Center, Princeton, N. J.**

- When inquiring, refer to **NS98**

Hearts in Bondage—16 mm. sound. 8 reels. Historical drama of the Civil War featuring the battle between the *Monitor* and the *Merrimac*. Famous American characters featured in the production are Abraham Lincoln, Admiral Farragut, Jefferson Davis, and John Ericsson, inventor of the *Monitor*. For rent.—**Russell C. Roshon Organization, 2506S, RKO Building, Rockefeller Center, New York City.**

- When inquiring, refer to **NS99**

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- When inquiring, refer to **NS100**

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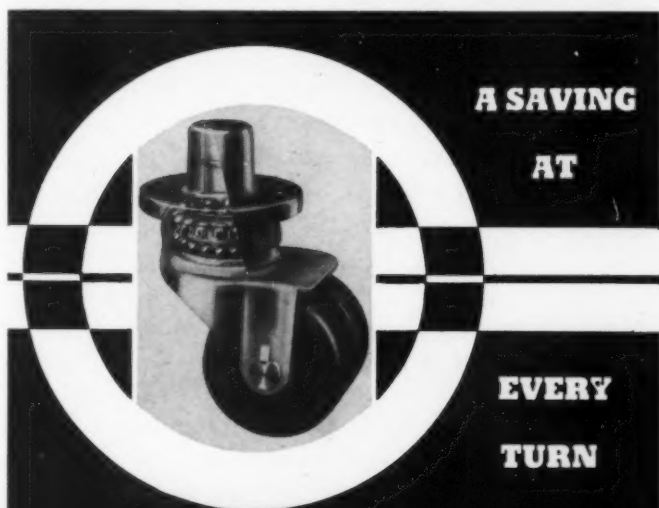
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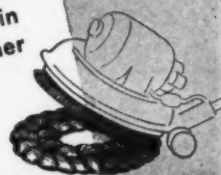
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Who edits BRITANNICA JUNIOR?

The Editor-in-Chief of the world-famous
ENCYCLOPAEDIA BRITANNICA and his staff.

How often is BRITANNICA JUNIOR revised?

BRITANNICA JUNIOR undergoes *continuous*
revision on a definite year-by-year program.

In what way is BRITANNICA JUNIOR different from all other juvenile encyclopaedias?

BRITANNICA JUNIOR is a reference work organized alphabetically as a true encyclopaedia with a definite objective . . . to serve *exclusively* the interests and needs of elementary school age children.

Does BRITANNICA JUNIOR contain articles not to be found in other juvenile reference works?

Yes, many. This is possible because the set is not "stretched" to include material of no interest or value to elementary school children.

Why do you feature the Index of BRITANNICA JUNIOR?

Because learning to use an index is a fundamental study skill and the Index of BRITANNICA JUNIOR is

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How does BRITANNICA JUNIOR develop good study habits in children?

It teaches the child how to use reference materials . . . to use an index . . . to follow directions in finding material . . . to use an atlas . . . to use independent source material written for him at his own level.

Are topics in BRITANNICA JUNIOR correlated with school courses of study?

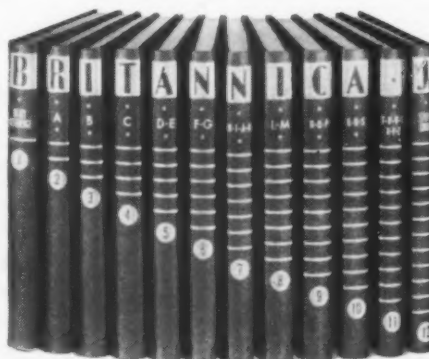
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How abreast of the times is BRITANNICA JUNIOR?

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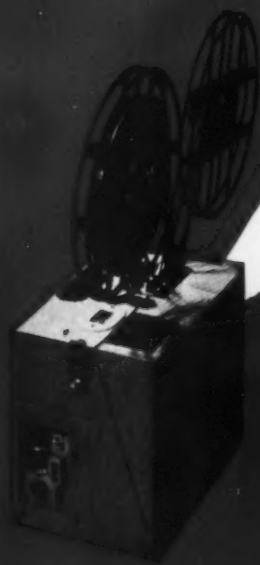


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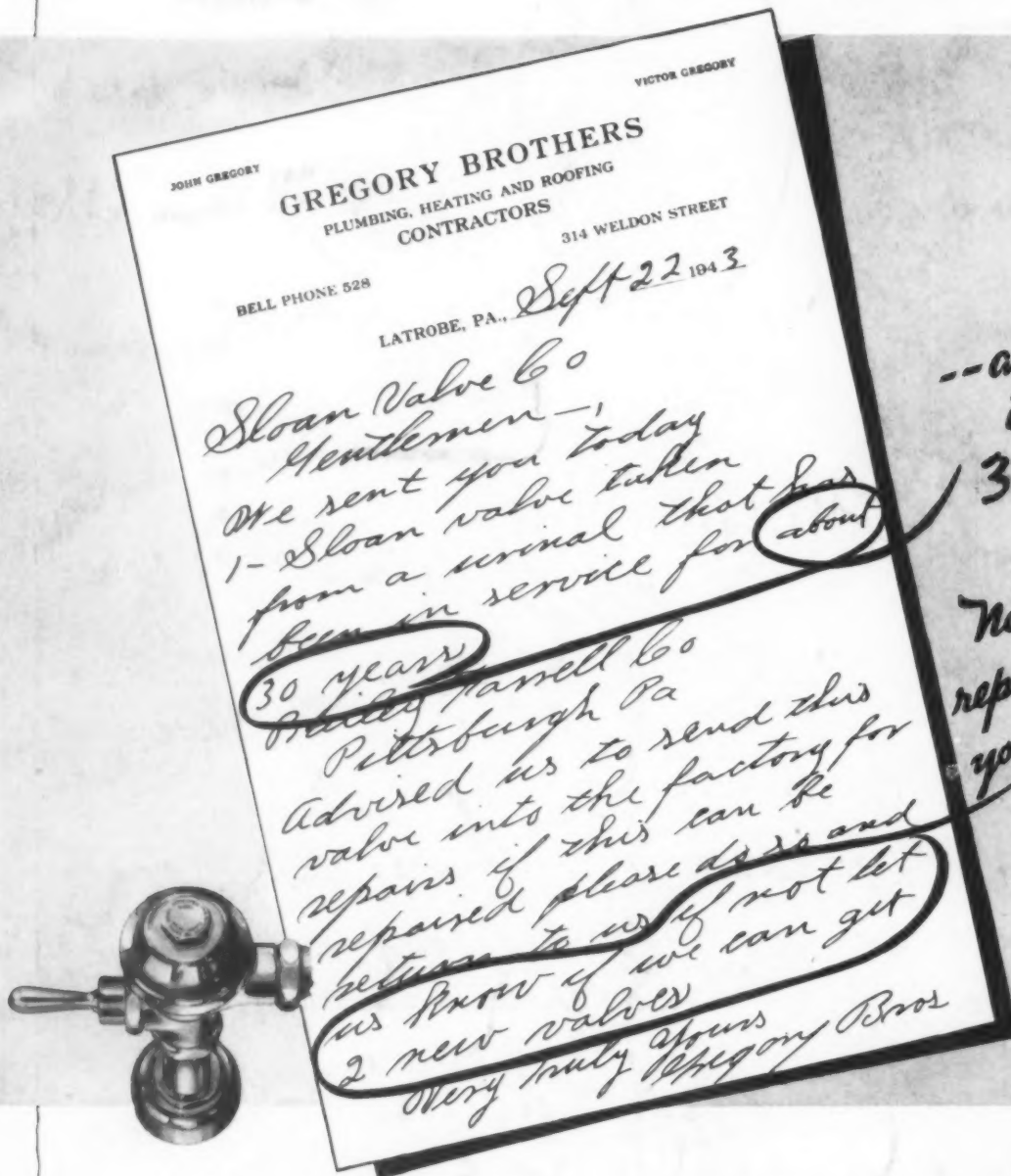
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